DOCUMENT RESUME

ED 288 905 TM 870 697

AUTHOR Mangino, Evangelina
TITLE Student Achievement, 1986-87.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO AISD-ORE-86-49
PUB DATE Jun 87
NOTE 49p.; For an earlier report, see ED 264 286.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *Achievement Gains; *Achievement Tests; *Basic Skills; College Entrance Examinations; *Comparative Testing; Elementary Secondary Education; Evaluation Criteria; Graduation Requirements; *Local Norms; Mathematics Tests; Minimum Competency Testing; Minority Group Children; Reading Tests; Scores; Testing Programs; Writing Evaluation
IDENTIFIERS *Austin Independent School District TX; Iowa Tests of Basic Skills; Scholastic Aptitude Test; Texas Assessment Project; Texas Educational Assessment of Minimum Skills

ABSTRACT

This report summarizes results of student achievement in the Austin (Texas) Independent School District (AISD) on the Texas Educational Assessment of Minimum Skills (TEAMS) tests in 1986-87. Major findings indicate the following: (1) 99.4% of AISD seniors to graduate in May 1987 passed the Exit-Level TEAMS tests, with only 17 denied diplomas in the first year of this new graduation requirement; (2) AISD seniors excelled on college entrance examinations, exceeding both Texas and national averages on the Scholastic Aptitude Test; (3) across all grades and test areas, AISD students scored above national averages on the Iowa Tests of Basic Skills (ITBS) and Texas Assessment Project (TAP); (4) AISD minority students scored above the average for all students in urban districts on the ITBS; (5) AISD Hispanic students scored above the national average on the ITBS language test in grades 2-8, 10, and 11, and Black students scored above the national average in grades 3 and 8; (6) although the percentages of AISD students mastering the TEAMS at grades 3, 5, 7, 9, and 11-12 showed gains, statewide gains were generally greater from 1986 to 1987; (7) except on Exit-Level TEAMS at grade 11, AISD students mastered TEAMS tests at an equal or lower rate than students statewide; (8) ITBS and TAP averages were generally higher but mixed; and (9) ITBS scores of minority students have steadily improved. (KSA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED288905

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Holley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TM 870 697

****

KEY WORDS

NATIONAL AVERAGE:

Standard set by testing students across the nation.

The 50th percentile is the national average.

MEDIAN:

The middle score---half the scores are higher, half are lower.

PERCENTILE:

The percentage of students who scored lower.

The 50th percentile means 50% of the national norm group made a lower score.

GRADE EQUIVALENT:

The grade and month of school in which a score would be made by an average student. Example: 7.3 is the score made by an average student in the third month of grade seven.

COMPOSITE SCORE:

The combination of the scores of all the subtests. It is only computed for students who took all the subtests.

****

ITBS AND TAP TESTS ADMINISTERED IN AISD

Students in grades 1 and 2 took these ITBS tests: Word Analysis (letter and word sounds), Vocabulary, Reading Comprehension, Mathematics (Concepts, Problems, Computation), and Language Skills (Spelling).

Students in grades 3-8 took these ITBS tests: Vocabulary, Reading Comprehension, Language Skills (Spelling, Capitalization, Punctuation, Usage of Standard English), Work-Study Skills (Visual Materials--graphs, charts, etc./Reference Materials--dictionaries, etc.) and Mathematics (Concepts, Problems, Computation).

Students in grades 9-12 took these TAP tests: Reading Comprehension, Mathematics, Written Expression, Using Sources of Information (books, graphs, charts, etc.), Social Studies, and Science.

86.49

EXECUTIVE SUMMARY

STUDENT ACHIEVEMENT 1986-1987

AUTHOR: Evangelina Mangino

OTHER CONTACT PERSONS: Glynn Ligon and David Doss

MAJOR FINDINGS:

1. Of AISD seniors who could have graduated in May, 1987, and were required to pass the Exit-Level TEAMS, 99.4% passed both areas of the test. Only 17 students were denied diplomas in the first year of this new graduation requirement.

2. AISD seniors excel on college entrance examinations. AISD averages exceeded both Texas and national averages on the SAT. AISD had 51 National Merit Semifinalists (47 finalists)--7.3 times the expected number.

3. Across all grades and test areas, AISD students generally scored above national averages on the ITBS and TAP.

4. AISD minority students scored above the average for all students in urban districts on the ITBS.

5. AISD Hispanic students scored above the national average for all students on the ITBS language test at grades 2-8, 10, and 11. AISD Black students scored above the national average at grades 3 and 8.

6. Although the percentages of AISD students mastering the TEAMS at grades 3, 5, 7, 9, and 11-12 showed gains, statewide gains were generally greater from 1986 to 1987. Except on the Exit-Level TEAMS at grade 11, AISD students mastered TEAMS tests at an equal or lower rate than students statewide. Mathematics at grades 3, 5, and 7 continue to require special attention.

7. ITBS and TAP averages were generally higher but mixed. In 58 comparisons of changes in districtwide medians, 34 were up, 5 remained the same, and 19 went down.

8. Across the last seven years, dramatic improvements in ITBS scores are evident--especially for minority students. For example, 1987 medians at grade 8 are more than one-and-one-half grade levels higher than 1980 medians for minority students.

Clearly, student achievement levels have risen in AISD over the past seven years, and they continued to rise in many areas in 1986-87. Notable increases in the mastery of TEAMS objectives were evident from 1986 to 1987. However, the competition statewide and nationally is strengthening. As AISD improves, so do other districts. Despite a concerted effort to improve TEAMS mastery, AISD averages improved less than others around the state. AISD's curriculum appears to be effective with middle and high-achieving students; however, performance on the TEAMS indicates a need to improve curriculum and instruction for low-achieving students.

TABLE OF CONTENTS

PAGE

TEAMS

What is the Texas Assessment of Minimum Skills (TEAMS)?. 1

How Did Students Perform on the TEAMS? 1

How Many AISD Students Were Denied a Diploma Because They Did Not Pass the Exit-Level TEAMS?. 3

TAP AND ITBS

What Are the TAP and ITBS? 4

How Does AISD Student Achievement Compare to National Averages?. . . 5

ITBS and TAP Changes Over Time 8

Minority Student Achievement in Grades K-12. 12

How Does Student Achievement Compare to Urban Averages?. 13

SAT AND PSAT

How do AISD Students Compare to Others Taking College Admission Tests? 15

OTHER INFORMATION

What Other Information Should Be Considered to Understand Student Achievement in AISD?. 17

List of Attachments. 21

Attachments. 22

Bibliography 39

June 1987

STUDENT ACHIEVEMENT 1986-87

WHAT IS THE TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)?

The TEAMS tests are criterion-referenced tests (CRT). A CRT is designed to measure a well-defined set of skills and reference the student's score to a mastery criterion on that set of skills. In the case of the TEAMS, the skills measured are a subset of the Essential Elements adopted by the State Board of Education.

A basic skills assessment program has been mandatory in Texas since 1980. This program was originally implemented through the Texas Assessment of Basic Skills (TABS). In 1985-86, the program expanded from testing grades 3, 5, and 9 to testing all odd-numbered grades. The TEAMS is designed to test students in mathematics, reading, and writing at grades 1, 3, 5, 7, and 9, and in mathematics and English language arts at grade 11 and at grade 12 for those students who do not demonstrate mastery of the TEAMS at grade 11. The test given to students at grades 11 and 12 is a minimum-competency for graduation examination that must be passed by students prior to receiving a Texas high school diploma.

HOW DID AISD STUDENTS PERFORM ON THE TEAMS?

- AISD performance on the Exit-Level TEAMS remained the highest among the Texas urban districts and above the statewide average. However, the average gains statewide and in the urban districts were higher than those in AISD.
- The self-challenge accepted by AISD for this year, to become "Number One" among the Texas urban districts at all grades was not met. At grades 3-12, AISD's ranking among the urban districts improved in one of 19 comparisons, AISD's rank remained the same in 10 comparisons and declined in eight.
- AISD students mastered the TEAMS at consistently higher levels than the average among the Texas urban districts. On the Exit-Level TEAMS, AISD students demonstrated mastery at levels above the State as a whole, but at grades 3-9, statewide mastery percentages were the same or higher than for AISD.

At the time of printing of this report, all TEAMS results for the year had not been provided by the Texas Education Agency. A subsequent report, The TEAMS Report 1987 will provide more in-depth information. Attachment 1 presents TEAMS results for AISD and the State for 1985-86 and for 1986-87. That report will include grade 1 results, mastery percentages for various ethnic groups, and results of the first year of Spanish Teams testing at grades 1 and 3.

FIGURE 1
AISD RANKS AMONG THE BIG EIGHT URBAN DISTRICTS, TEAMS 1986 AND 1987

Grade	Mathematics 86	87	Change	Reading 86	87	Change	Writing 86	87	Change
1	3	NA	NA	2	NA	NA	2	NA	NA
3	3	4	-1	2	2	0	2	2	0
5	3	7	-4	3	3	0	2	3	-1
7	6	6	0	1	3	-2	3	3	0
9	4	3	+1	3	3	0	3	5	-2
11 - Oct	1	1	0	1*	1*	0			

Change in AISD's 86 vs 87
Ranks among Big Eight

1	Up
8	Same
5	Down
3	NA

FIGURE 2
PERCENTAGE OF STUDENTS MASTERING THE 1986-87 TEAMS IN AISD, THE BIG EIGHT URBAN DISTRICT, AND TEXAS

Grade	Number Tested	Mathematics AISD	B8	TX	Reading AISD	B8	TX	Writing AISD	B8	TX	Passed All AISD	B8	TX
3	4188	84	75	86	79	68	79	71	60	71	62	50	63
5	3831	79	82	86	80	79	83	64	59	68	54	50	60
7	4329	78	80	85	80	78	84	68	66	73	59	56	65
9	3992	83	78	83	79	74	80	60	61	67	52	50	58
11 -Oct.	3216	93	86	89	90*	84	87	-	-	-	87	79	83
12 -Oct.	287	82	NA	NA	83*	NA	NA	-	-	-	74	NA	NA
11 -May	717	82	NA	NA	65*	NA	NA	-	-	-	65	NA	NA
12 -May	101	86	NA	NA	79*	NA	NA	-	-	-	77	NA	NA

AISD 1987 Averages Compared to...

Big 8	State
16 Higher	3 Higher
0 Same	3 Same
3 Lower	13 Lower
9 NA	9 NA

B8 = Urban Eight
NA = Not Available
* Language Arts

HOW MANY AISD STUDENTS WERE DENIED A DIPLOMA BECAUSE THEY DID NOT PASS THE EXIT-LEVEL TEAMS?

17 out of 2,890 potential graduates

In AISD, 2,890 students who were required to take the Exit-Level TEAMS completed all other requirements for graduation. Seventeen of these students (0.6%) did not pass the Exit-Level TEAMS and were denied a diploma. Forty-five potential graduates were not required to pass the TEAMS because they were exempt (special education) or because they were seniors before the requirement came into effect.

The Exit-Level TEAMS is designed with a difficulty level equivalent to the beginning of ninth grade. AISD had a local minimum competency graduation requirement from 1982-83 to 1985-86 that was also at a ninth-grade level. The local requirement, in contrast to the current State requirement, could be waived by those students who did not meet the criterion. Students not demonstrating performance at the ninth-grade level and who had completed all other requirements could submit a letter (signed by the parent or guardian) requesting a waiver of the minimum competency requirement. From 1982-83 to 1985-86, the percentage of students graduating with a letter of waiver went from 8% to 5%. This contrasts with the 0.6% failure rate on the TEAMS.

The local minimum competency requirement could be met by students beginning in the eighth grade on a variety of tests (ITBS, TAP, STEP, BEST, or TABS). Except for the TABS, these tests were timed, while the TEAMS is an untimed test. The current State requirement can only be met by passing both sections of the Exit-Level TEAMS, which is administered each year in October and May. Students in Texas for their junior and senior years have four opportunities to pass the test.

Students and staff appear to have taken the new TEAMS graduation requirement very seriously--more seriously than in the past when AISD's local graduation competency requirement was in effect.

Spanish TEAMS

AISD tested some first- and third-grade Spanish speaking limited-English proficient (LEP) students with a Spanish version TEAMS test for the first time in February and April, 1987. First- and third-grade LEP students can be tested for the first time only with either the English or Spanish TEAMS at the decision of the student's Language Proficiency Assessment Committee. Because this test is different from the English version TEAMS, the two cannot be compared directly.

Of the 159 AISD students tested with the Grade 3 Spanish TEAMS, 86% mastered the mathematics section, 96% mastered the reading, 95% mastered the writing, and 84% passed all tests taken (See Attachment 1). State results are not yet available from the Texas Education Agency.

AISD's ranking among the eight Texas Urban Districts in the third-grade Spanish TEAMS is third in mathematics, third in reading, first in writing, and second in passing all tests taken.

WHAT ARE THE TAP AND ITBS?

The Tests of Achievement and Proficiency (TAP) and the Iowa Tests of Basic Skills (ITBS) are norm-referenced tests (NRTs). NRTs are designed to measure student achievement in broadly defined basic skill areas that cover a wide range of achievement. Scores from NRTs (percentiles and grade equivalents) compare a student's performance with that of a nationwide sample of students at the same grade. See definitions of these key words on the inside cover of this report.

Because there are changes in both student achievement from year to year and the content of instruction emphasized nationally, test publishers periodically produce new tests and renorm old tests. In recent years the achievement of students nationwide has been improving. At grades 3-12, AISD uses the 1978 editions of the ITBS and the TAP which are nearing the end of their useful lives. The percentiles and grade equivalent scores reported here for grades 3-12 are based on a 1982 renorming of the tests. An advantage of continuing to use the 1978 editions of these tests is that meaningful measures of student achievement gains are possible from the first year the tests were given--1980 for the ITBS and 1984 for the TAP. A disadvantage is that it is difficult to know how our gains across those years compare with those of the nation. However, information from the publisher of the tests indicates that when AISD goes to a new achievement test with more recent norms at these grades, percentile scores can be expected to drop from 1 to 10 points reflecting higher national achievement levels. Drops are expected to be greater at the upper grades tested with the ITBS than at the lower ones.

AISD gave the 1985 edition of the ITBS at grades K-2 this year. The change to the new edition was possible because, at these grades, the test is given in consumable booklets which must be purchased each year. While the change provides the District with more recent norms at these grades, comparability with last year's results is sacrificed.

HOW DOES AISD STUDENT ACHIEVEMENT COMPARE TO NATIONAL AVERAGES?

Grades 3 through 12 compared to 1982 norms:

- At grades 3-8 and 10-12, AISD students consistently achieved above the national average in every area.
- The areas of highest achievement are:
  - Mathematics in grades 1-3, 8, and 10-12 (percentiles ranging from 60 to 66)
  - Reading in grades 3, 8, and 10-12 (percentiles ranging from 61 to 64)
  - Language in grades 2-8 (percentiles ranging from 61 to 73)
  - Written Expression in grades 10-12 (percentiles ranging from 63 to 67)
  - Work-Study Skills in grades 3-6 and 8 (percentiles ranging from 61 to 65)
  - Word Analysis in grades 1 and 2 (percentiles of 66 and 67)
  - Using Sources of Information in grades 10-12 (percentiles ranging from 65 to 70)
  - Social Studies in grades 10 and 11 (percentiles of 63)
- The areas of lowest achievement are:
  - Mathematics grades 7 and 9 (percentiles of 52 and 54)
  - Reading Comprehension at grades 1 and 9 (percentiles of 49 and 51)
  - Reading Total at grades 4-7 (percentiles ranging from 51 to 54)
  - Language Total at grade 1 (percentile of 49)
  - Work-Study Skills in grade 5 (percentile of 52)
  - Social Studies at grade 9 (percentile of 48)
  - Science at grade 9 (percentile of 47)

Percentiles and grade equivalents for all tests, grades, and ethnic groups are presented in Attachment 2 of this report. Composite scores for grades 3-12 are also presented in Figures 3-5.

FIGURE 3

AISD MEDIAN PERCENTILES, 1986-87 TAP
GRADES 9-12, COMPOSITE SCORES, 1982 NORMS

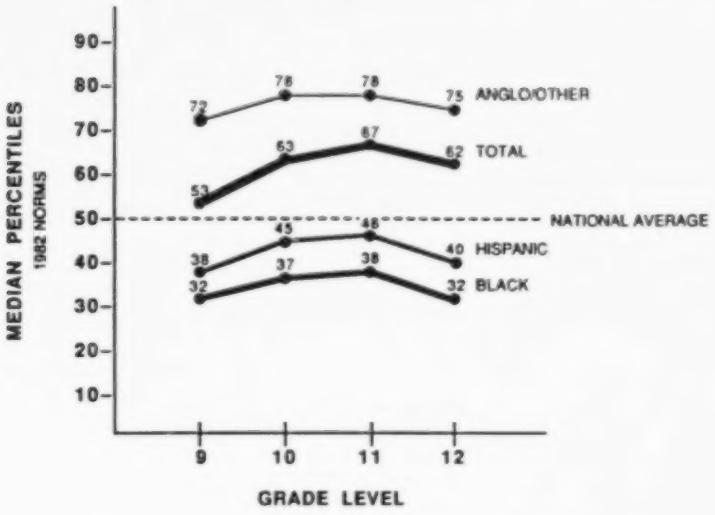
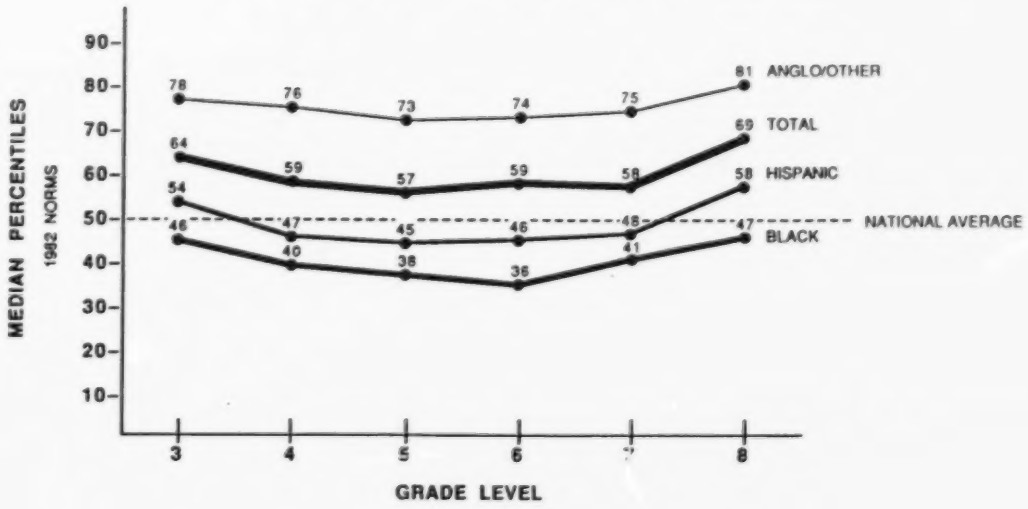


FIGURE 4

AISD MEDIAN PERCENTILES, 1986-87 ITBS
GRADES 3-8, COMPOSITE SCORES, 1982 NORMS



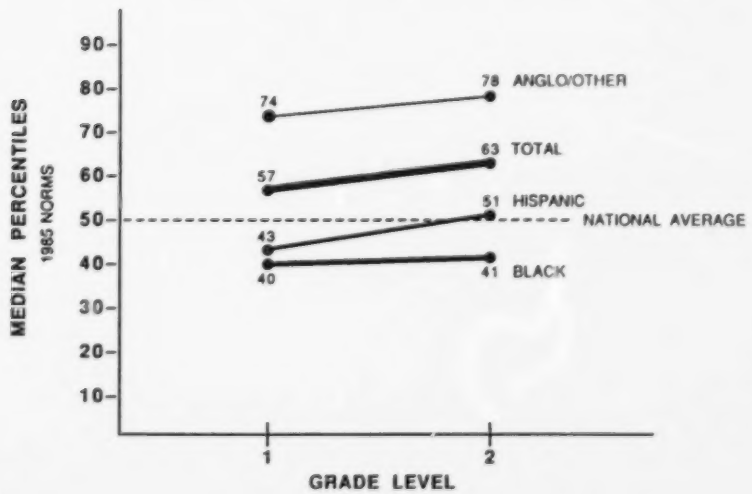
Grades K-2 compared to students nationwide in 1985:

- Kindergarten and grade 1 and 2 students performed at or above the national average in mathematics (55th, 60th, and 65th percentiles).
- Kindergarten and grade 2 students performed above the national average in language skills (50th and 61st percentiles).
- The highest area of achievement at grades K-2 was mathematics (55th, 60th, and 66th percentiles respectively) and word analysis at grades 1 and 2 (67th and 66th percentiles).
- The lowest areas of achievement were listening at kindergarten (30th percentile) and language and reading at grade 1 (49th percentile).

Percentiles and grade equivalents for all tests, grades, and ethnic groups are presented in Attachment 2. Composite scores for grades 1 and 2 are also presented in Figure 5.

FIGURE 5

AISD MEDIAN PERCENTILES, 1986-87 ITBS
GRADES 1-2, COMPOSITE SCORES, 1985 NORMS



ITBS AND TAP CHANGES OVER TIME

Two-Year Trends

On the ITBS in 1986-87, Composite Score medians in grades 3, 4, 6, 8, and 10-12 were higher than in the previous year. Averages at grades 5, 7, 9, and 10 were lower than in 1985-86. Black students in AISD achieved higher in 1986-87 in grades 3, 7, 8, and 11-12, and lower in grades 6 and 10. Grades 4, 5, and 9 remained the same. Hispanic students in AISD achieved higher than the previous year in grades 3, 4, 6, 7, 8, 11, and 12, lower in grades 9 and 10, and the same in grade 5 (See Attachment 3).

Of the 58 possible comparisons across grades 3-12 medians on the ITBS and the TAP, 1987 AISD median percentiles were higher in 34 cases and lower in 19 (see Figure 6).

FIGURE 6
SUMMARY OF TWO-YEAR COMPARISONS FOR ALL TAP AND ITBS TESTS: GRADES 3-12, 1986-87 COMPARED TO 1985-86

	NUMBER OF TAP AND ITBS MEDIANS		
	Average Increased	Average Stayed the Same	Average Decreased
Black	33	17	8
Hispanic	43	3	12
Anglo/Other	37	15	6
Total	34	5	19

ITBS Eight-Year Trend

Achievement levels have risen in the past eight years at grades 3-8, most noticeably at grades 6 and 8 (Figure 10). The greatest increases in grades 6 and 8 have been in Word Analysis and Language Total, while slight decreases occurred in grades 5 and 7 in these same areas. Minority student achievement averages have risen at a substantially higher rate than have the overall District averages. While the achievement of Anglo/Other students has increased over the past eight years (Figure 9 and Attachment 2), the achievement of both Black and Hispanic students is considerably higher in 1986-87 than in 1979-80 (Figures 7 and 8). At the junior high level, minority students are scoring more than a year higher in grade equivalents on the Composite Score.

TAP Five-Year Trend

At grades 9-12, TAP Composite Scores increased from 1983-84 to 1985-86. At grades 11 and 12 they increased again in 1986-87. Composite Scores declined for students in grades 9 and 10 in 1986-87 (Figure 11 and Attachment 2).

FIGURE 7

BLACK STUDENT ACHIEVEMENT: ITBS COMPOSITE SCORES, 1980-1987

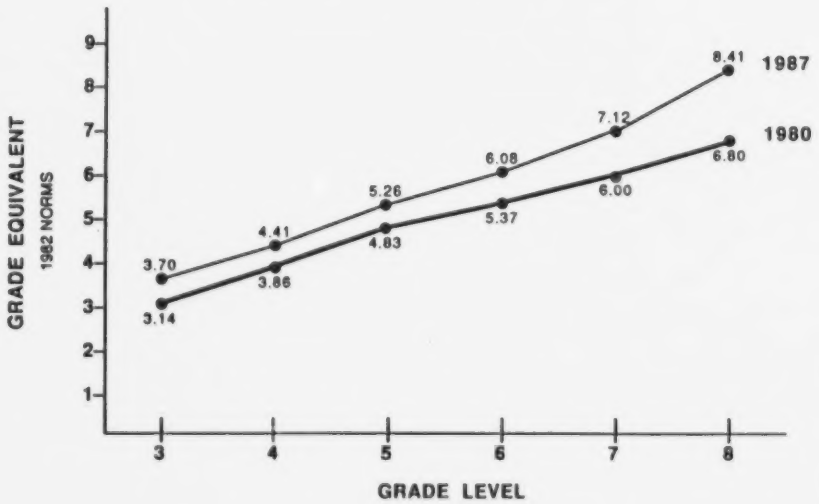


FIGURE 8

HISPANIC STUDENT ACHIEVEMENT: ITBS
COMPOSITE SCORES, 1980-1987

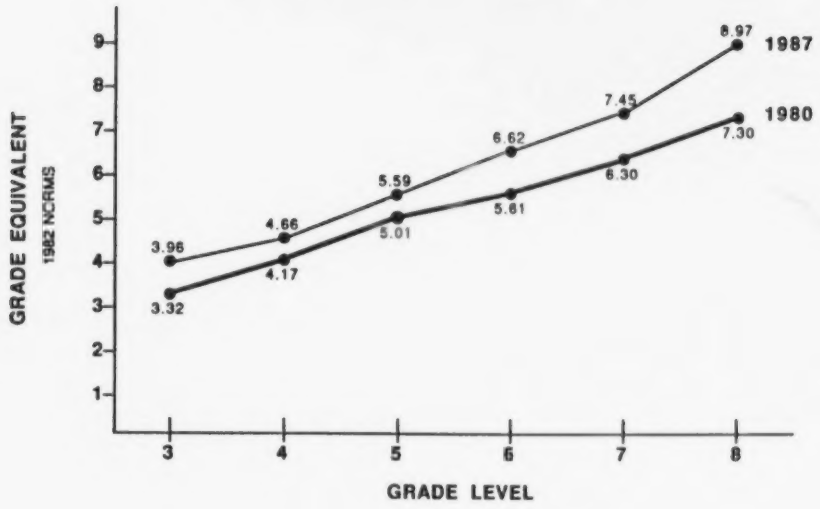


FIGURE 9

ANGLO/OTHER STUDENT ACHIEVEMENT: ITBS
COMPOSITE SCORES, 1980-1987

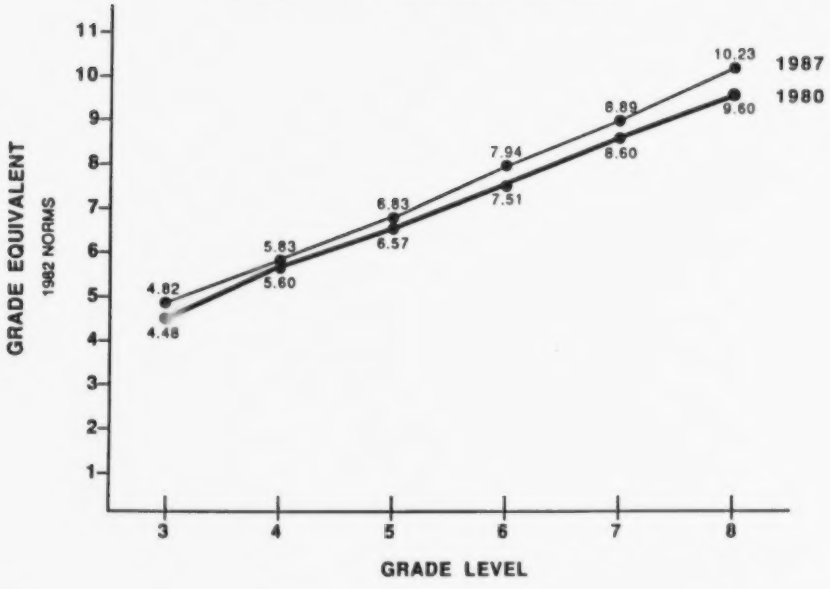


FIGURE 10

AISD ACHIEVEMENT TRENDS ON ITBS COMPOSITE SCORES
GRADES 3-8, 1980 TO 1987 (1982 NORMS)

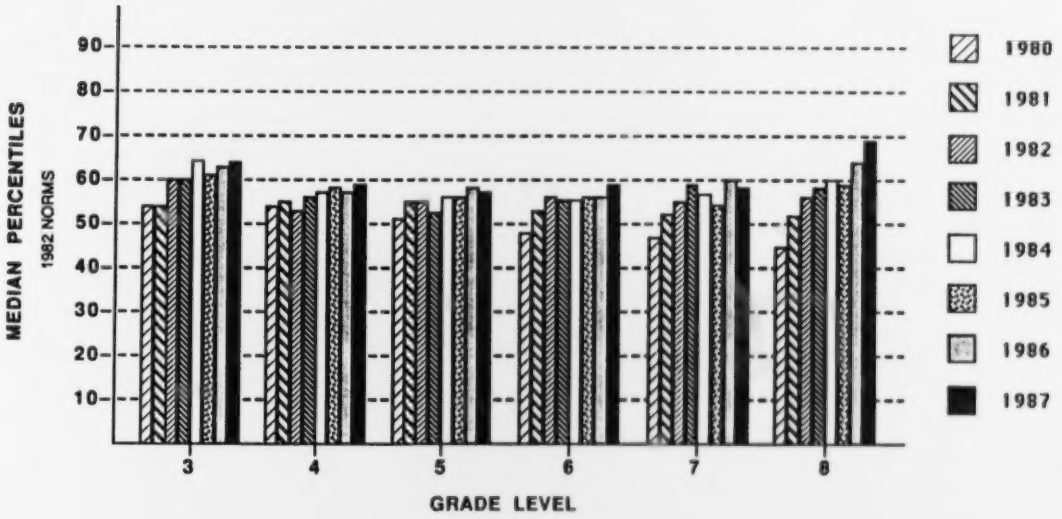
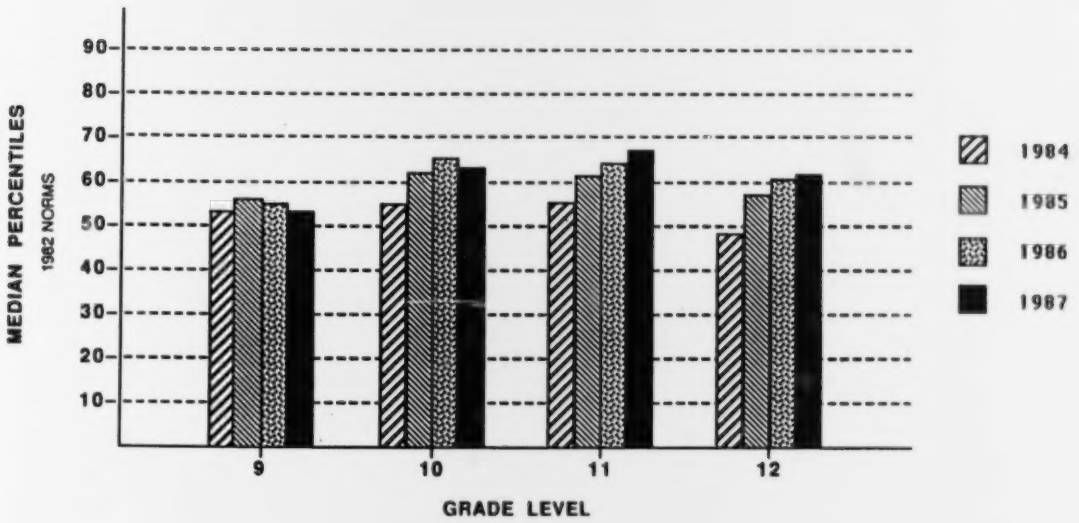


FIGURE 11

AISD ACHIEVEMENT TRENDS ON ITBS COMPOSITE SCORES
GRADES 9-12, 1980 TO 1987 (1982 NORMS)



MINORITY STUDENT ACHIEVEMENT IN GRADES K-12

Minority student achievement is below the AISD average at all grades and is generally below the national averages (see Figures 3 through 5). However, some minority students score in the highest ranges of the ITBS and TAP, above the average for the Anglo students in AISD. At the early grades, some AISD minority student averages are above the national average.

- Minority student achievement in grades 9-12 is below national achievement levels in almost all areas.
- Hispanic students have higher achievement levels than Black students, except in Language Skills in grade 1.
- Language Skills and Written Expression were the areas of highest achievement for minority students in grades 2-11 and Mathematics was highest for minority students in kindergarten.
- The average Language Skills score for Hispanic students in grades 2-8, 10, and 11 is above the national average.
- Black student achievement in Language Skills is at or above the national average in grades 3 and 8.
- For Hispanic students, Reading is the lowest achievement area in grades 1-8. Social Studies and Science are the lowest in grades 9 and 10 and Science is the lowest area for Hispanics in grades 11-12.
- For Black students, Reading is the lowest achievement area in grades 1-6; Word Analysis is the lowest in grades 7 and 8. Ninth-grade black students score lowest in Social Studies and Science, with Science the lowest area in grades 11-12.

HOW DOES STUDENT ACHIEVEMENT COMPARE TO URBAN AVERAGES?

AISD achievement in grades 1-12 is well above the average for other urban districts (see Figures 12, 13, 14, and Attachment 4). The minority student in AISD at grades 3-8 scores higher than two-thirds of the students in urban districts.

Hispanic students achieved above the national urban average at all grades (+4 to +22 percentile points). Black students achieved above the national urban average at grades 1-12 (+4 to +17 percentile points).

Urban percentiles for all tests, grade levels and ethnic groups are presented in Attachment 4. Attachment 5 is a summary of the areas and grades at which AISD students performed above the national urban average.

FIGURE 12

AISD MEDIAN PERCENTILES, 1986-87 ITBS
GRADES 1-2, COMPOSITE SCORES, 1985 URBAN NORMS

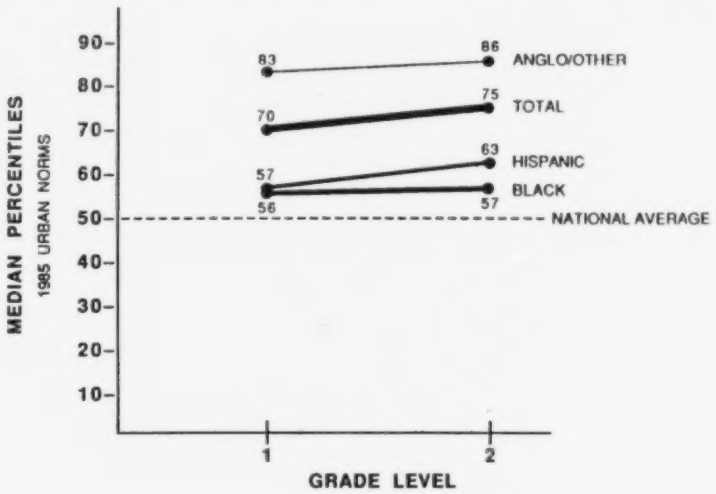


FIGURE 13

AISD MEDIAN PERCENTILES, 1986-87 ITBS
GRADES 3-8, COMPOSITE SCORES, 1978 URBAN NORMS

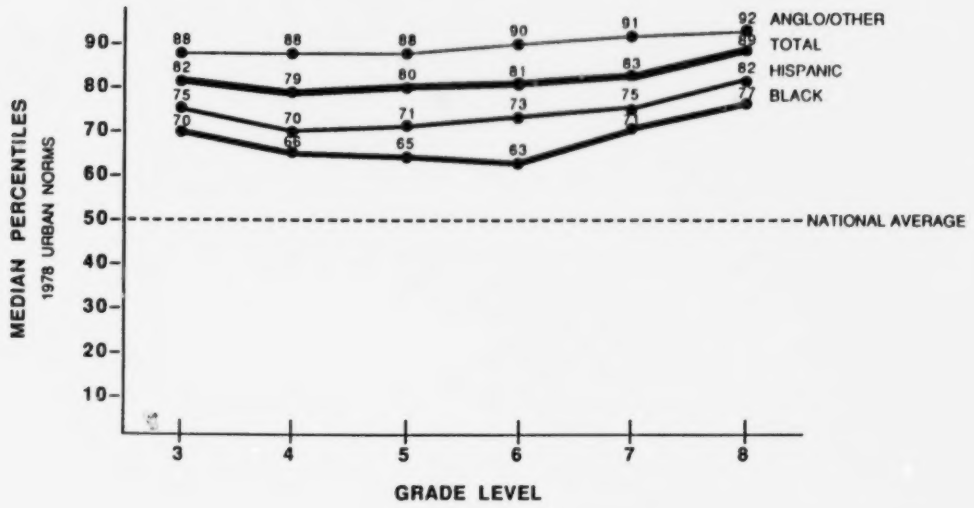
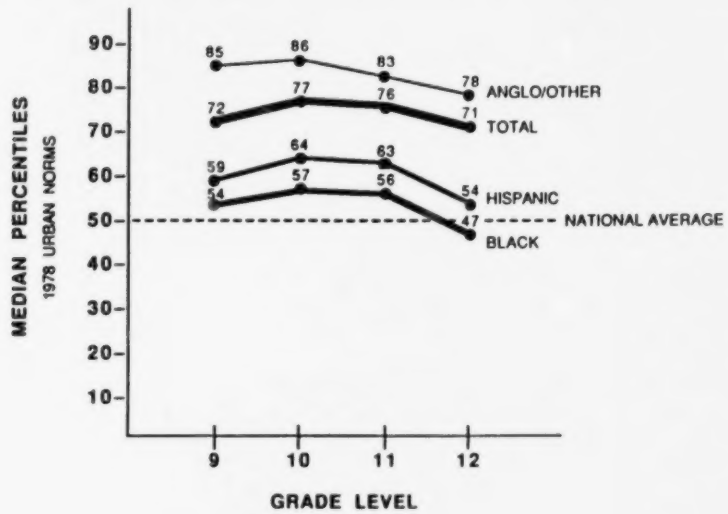


FIGURE 14

AISD MEDIAN PERCENTILES, 1986-87 TAP
GRADES 9-12, COMPOSITE SCORES, 1978 URBAN NORMS



19

HOW DO AISD STUDENTS COMPARE TO OTHERS TAKING COLLEGE ADMISSION TESTS?

- AISD seniors who take the Scholastic Aptitude Test (SAT) score higher than do students nationwide and statewide.
- AISD had 51 National Merit Scholarship semifinalists in 1987. This represents 7.3 times the expected number.

Although a higher percentage of AISD's seniors generally take the Scholastic Aptitude Test (SAT) compared to seniors nationwide, AISD's average scores are higher than the national averages (see Figures 16 and 17). However, the SAT verbal and mathematics scores of AISD students declined slightly last year, decreasing 6 and 8 points, respectively, while the national scores remained stable.

Each year many AISD students take the Preliminary Scholastic Aptitude Test in their junior year. Students scoring in the top one-half of a percent of those taking the test are eligible to be semifinalists in the National Merit Scholarship Competition. The numbers of National Merit Scholarship semifinalists and finalists for the past eight years are shown in Figure 15. Of the juniors tested in 1985-86, 51 became semifinalists and 47 became finalists. AISD's number of semifinalists is 7.3 times higher than the expected number. Using the national rate, a district the size of AISD would be expected to have about 7 semifinalists.

FIGURE 15
NUMBER OF AISD NATIONAL MERIT SCHOLARSHIP SEMIFINALISTS AND FINALISTS, 1980 TO 1987.

	Year of Graduation							
	1980	1981	1982	1983	1984	1985	1986	1987
Semifinalists	49	49	35	53	40	50	28	51
Finalists	31	40	31	47	36	46	27	47

FIGURE 16

SCHOLASTIC APTITUDE TEST
NATIONAL AND AISD AVERAGES: VERBAL, 1972-1986

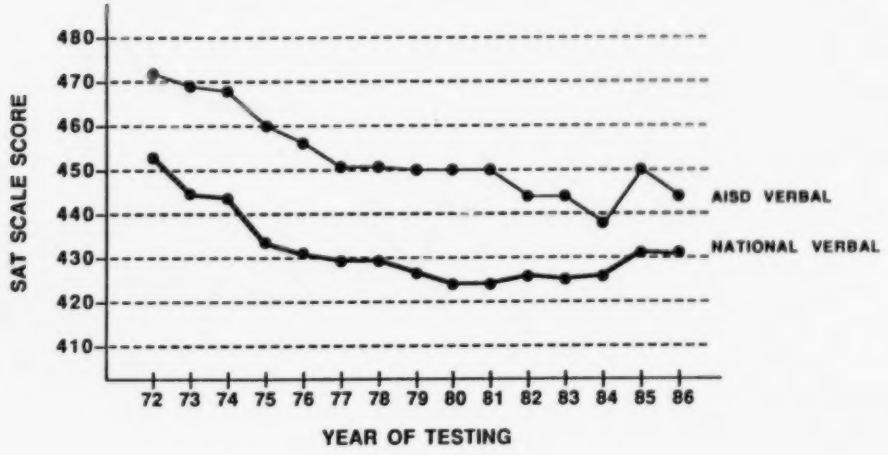
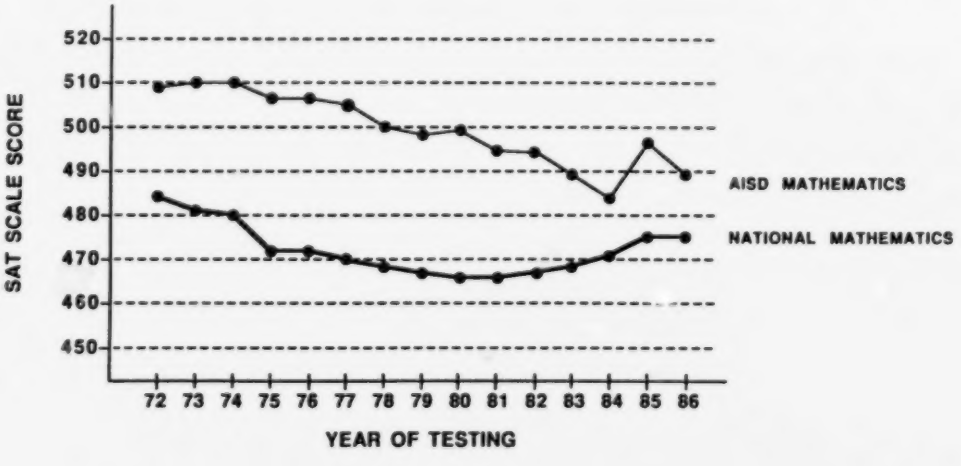


FIGURE 17

SCHOLASTIC APTITUDE TEST
NATIONAL AND AISD AVERAGES: MATHEMATICS, 1972-1986



WHAT OTHER INFORMATION SHOULD BE CONSIDERED TO UNDERSTAND STUDENT ACHIEVEMENT IN AISD?

Two areas are of importance for interpreting student achievement in AISD:

- Characteristics of the student population, and
- Programs for special populations.

Enrollment in K-12 increased to an all-time high of 60,904 in the first six-weeks of the 1986-87 school year. This represents a 1.7% increase over the previous school year. Compared to 1975-76 (59,293), the enrollment for 1986-87 was 2.6% higher.

The percentage of enrolled students attending school (average daily attendance) has increased slowly from 91% in the mid-1970's. In the fourth six-weeks period in 1986-87, the attendance rate was 94%. Historically, attendance is higher at the elementary grades (95%) and lower at the high-school level (92%).

The ethnic composition of AISD's student population is 49% Anglo/Other, 31% Hispanic, and 20% Black. The percentage of minority students is higher in grade 1 than in grade 12.

The percentage of AISD students from low-income families who qualify for a free or reduced-price meal is 30%. These students typically score lower on achievement tests. Attachment 9 provides median scores by ethnic group for these low-income students.

Programs for special populations provide instructional services to a wide range of students, sharing the goal of improving student achievement. The reader is encouraged to refer to the ORE evaluation reports on these special programs. In addition to the ones evaluated by ORE, there are other programs that share in the focus on student achievement (i.e., Project Teach and Reach).

Programs

Prekindergarten

District prekindergarten classes serve all eligible four-year-olds with a half-day program. Students are chosen for participation based on family income or limited-English proficiency.

Bilingual/ESL

AISD students determined to have limited proficiency in English are provided with one or both of the following programs:

- Transitional Bilingual Education (TBE) provides dual language instruction. It is available to Spanish speakers at grades pre-K through 8 and Vietnamese speakers at grades K through 6.

- English as a second language (ESL), provides intensive English instruction in listening, speaking, and writing plus information on the cultures associated with the home language and the United States. ESL is one component of TBE and also operates as a separate program for all LEP students not served by TBE.

Title VII Bilingual

Title VII funds enhance the bilingual program at Murchison Junior High and the ESL programs at Travis, Johnston, and Anderson high schools through four services:

- Staff training (ESL endorsement courses and campus workshops),
- Student tutoring,
- Curriculum development, and
- Parent workshops.

Teach and Reach

Teach and Reach is a locally-funded program on six elementary campuses. The Teach and Reach teacher at each of these campuses provides supplementary reading and/or mathematics instruction to low-achieving Black students in grades K-3. There are also some parental involvement services.

Special Education

Special Education provides instructional and related services for eligible students who have handicaps or disabilities and need special assistance beyond that provided through the regular education program.

Chapter 1

Chapter 1 is a federally-funded program designed to provide compensatory reading services to 32 AISD elementary campuses with high concentrations of low-income students. Students are eligible to receive supplementary instruction from a Chapter 1 teacher if they have a low achievement test score. One campus, Becker, has such a concentration of low-income students that Chapter 1 provides for a schoolwide project where the school pupil-to-teacher ratio is lowered and all students are served. Additional services are provided to one private school and 10 institutions for neglected and delinquent students. There is also a parental involvement component.

Chapter 1 Migrant

Chapter 1 Migrant is a federally-funded program designed to provide compensatory reading services to migrant students at 24 AISD elementary and secondary campuses where there are high concentrations of migrant students. A student is considered to be migrant if his/her parent or guardian has been a migratory agricultural worker or fisher within the last six years. Priority for service is given to migrant students with low achievement test scores. For migrant students in need there is a health services component. As with Chapter 1 there is also a parental involvement component.

School-Community Guidance Center

The School-Community Guidance Center, through the Alternative Center for Education (F.R. Rice Secondary School) and the Travis County Juvenile Detention Center (Gardner House), serves youth who have engaged in delinquent conduct and are not functioning acceptably in school. The SCGC implements procedures and activities to improve school attendance, improve academic performance, decrease disruptive behavior, decrease contacts with the juvenile justice system, increase parental involvement, provide vocational information, and assist students in the development of a more positive outlook on self and school.

State Compensatory Education (SCE)

Austin ISD gets SCE money from the State based on its number of low-income students. SCE money is then used to fund a wide variety of compensatory, remedial, and other services designed to help disadvantaged students do better in school. Some of the services provided by SCE funds include: compensatory teachers at 10 campuses that did not have Chapter 1; a schoolwide project at Allison; partial funding of Robbins, Rice, and Dill (alternative school programs); partial funding of elementary counselors at campuses with high concentrations of low-achievers; funding for some bilingual and ESOL teachers and programs; and funding for some secondary teachers of low-level basic skills classes.

WINGS Dropout Prevention Program

AISD has several programs aimed at reducing the number of dropouts in the District. At all levels, these programs include the Peer Assistance and Leadership (PAL) program, the Prevention and Remediation in Drug Education (PRIDE) program, Teacher Expectations and Student Achievement (TESA), Teenage Parent Program (TAPP), attendance investigators, and Communities in Schools - Austin, Inc. (CISA). Other programs are specific for elementary or secondary students.

Chapter 2 Formula

Chapter 2 Formula provided funds for nine desegregation-related programs and services during the 1986-87 school year. The activities receiving funding were bus monitors, extracurricular transportation, Outdoor Learning program, Peer Assistance and Leadership program, Project ASSIST Instructional Monitors, School-Community Liaison Program, Spanish Academy, TEAMS Improvement, and Transitional Academic Program (TAP).

Gifted/Talented

AISD has two programs for gifted/talented students, one at the elementary level and one at the secondary level. At the elementary level, the AIM High program is designed to identify gifted and talented students and to provide a differentiated curriculum at grades 1-6 in language arts and mathematics. Implementation of a science program is underway.

At the secondary level, an Honors program operates in grades 7-12. Each junior high and high school offers honors courses in English/language arts, science, mathematics, and social studies. High schools also offer honors courses in computer science and foreign language.

Magnet Schools Assistance

The Kealing magnet program offers additional courses in science, computers, and mathematics. Students take a "Science Inquiry and Analysis" course the first semester and a science elective the second semester.

The Science Academy of Austin offers advanced/enriched courses in science, mathematics, computers, and technology to high-achieving students.

Students must apply and be admitted to a magnet program to participate in the magnet courses and activities. Students in both programs have an extra period during the school day devoted to science or mathematics.

ATTACHMENTS

		Page
Attachment 1.	Percentage of students mastering the TEAMS objectives in 1985-86 and 1986-87 in AISD. Percent mastery by objective for the State is not yet available from TEA.	22
Attachment 2.	ITBS and TAP median percentile and grade equivalent scores, by ethnicity. Grades 1-2 are for 1986-87 using 1985 norms. Grades 3-12 are for 1979-80, 1985-86, and 1986-87 using 1982 norms.	28
Attachment 3.	Achievement changes in grades 3-12, by ethnicity	35
Attachment 4.	ITBS and TAP median percentile scores, urban norms, grades 1-12, by ethnicity, 1985-86.	36
Attachment 5.	Grades at which AISD outperformed urban averages	37
Attachment 6.	Median percentiles, ITBS and TAP composite, students qualifying for a free or reduced-price meal (including siblings), compared to students not qualifying, 1986-87.	38
Bibliography.	Office of Research and Evaluation (ORE) 1985-86 and 1986-87 publications relating to achievement testing.	39

GRADE 3 OBJECTIVES	AUSTIN			TEXAS		
MATHEMATICS	1986	1987	CHANGE	1986	1987	CHANGE
1. ORDER WHOLE NUMBERS	83	91	8	84		
2. PLACE VALUE	90	94	4	90		
3. NUMBER PATTERNS	74	88	14	79		
4. EXPANDED NOTATION	85	93	8	88		
5. FRACTIONAL PARTS	95	98	3	93		
6. ADDITION	89	92	3	92		
7. SUBTRACTION	78	85	7	82		
8. WORD PROBLEMS (+)	92	95	3	92		
9. WORD PROBLEMS (-)	85	90	5	87		
10. MEASUREMENT UNITS	66	80	14	70		
11. PICTORIAL MODELS	83	90	7	80		
TOTAL MATHEMATICS	77	84	7	80	86	6
DIFFERENCE FROM STATE	-3	-2	1			
SCALED SCORE	754	822	68	754	827	73
PREDICTED PERCENTILE	58	74	16		76	
READING						
1. MAIN IDEA	80	84	4	79		
2. SIGHT WORDS	84	91	7	82		
3. CONTEXT CLUES	78	82	4	75		
4. WORD STRUCTURE	57	60	3	58		
5. PHONICS	69	77	8	71		
6. SPECIFIC IDEAS	85	92	7	87		
7. SEQUENCING OF EVENTS	82	89	7	85		
8. PREDICTING OUTCOMES	76	78	2	77		
9. TABLE OF CONTENTS	94	97	3	96		
TOTAL READING	73	79	6	74	79	5
DIFFERENCE FROM STATE	-1	0	1			
SCALED SCORE	733	799	66	733	793	60
PREDICTED PERCENTILE	48	57	9		55	
WRITING						
1. CAPITALIZATION	95	99	4	97		
2. PUNCTUATION	72	85	13	74		
3. SPELLING	93	96	3	93		
4. CORRECT ENGLISH USAGE	91	96	5	91		
5. SENTENCE STRUCTURE	85	89	4	87		
6. PROOFREADING	92	97	5	93		
MULTIPLE CHOICE	72			73		
7. COMPOSITION (2,3,4)	76	78	2	72		
TOTAL WRITING	61	71	10	60	71	11
DIFFERENCE FROM STATE	1	0	-1			
SCALED SCORE	700	755	55	700	751	51
PREDICTED PERCENTILE	58	72	14		71	
PASSED TEST(S) TAKEN	51	62	11	50	63	13
DIFFERENCE FROM STATE	1	-1	-2			
STUDENTS TESTED	4413	4188	-225	236497		

ATTACHMENT 1 (Page 1 of 6)

Percentage of students mastering the grade 3 TEAMS objectives in 1986 and 1987 in AISD. Percent mastery by objective for the State is not yet available from TEA.

SPANISH GRADE 3 OBJECTIVES	AUSTIN	TEXAS
MATHEMATICS	1987	1987
1. ORDENAR NUMEROS	80	
2. VALOR DE POSICION	76	
3. NUMERACION	95	
4. NUMEROS EN FORMA DESARROLLADA	85	
5. FRACCIONES	88	
6. SUMAS	88	
7. RESTAS	80	
8. PROBLEMAS RAZONADOS (+)	94	
9. PROBLEMAS RAZONADOS (-)	74	
10. UNIDADES DE MEDIDA	61	
11. MODELOS VISUALES	96	
TOTAL MATHEMATICS	86	NA
DIFFERENCE FROM STATE	NA	
SCALED SCORE	802	NA
READING		
1. IDEA PRINCIPAL	71	
2. RECONOCIMIENTO DE PALABRAS	90	
3. CLAVES DE CONTEXTO	74	
4. PALABRAS COMPUESTAS	84	
5. ANALISIS FONETICO	85	
6. DETALLES ESPECIFICOS	89	
7. SECUENCIA DE EVENTOS	82	
8. ANTICIPANDO DESENLACES	86	
9. TABLA DE CONTENIDO	96	
TOTAL READING	96	NA
DIFFERENCE FROM STATE	NA	
SCALED SCORE	836	NA
WRITING		
1. USO DE MAYUSCULAS	89	
2. PUNTUACION	76	
3. ORTOGRAFIA	91	
4. CONCORDANCIA DE SUJETO Y VERBO	97	
5. ESTRUCTURA DE ORACIONES	87	
6. CORREGIR	74	
7.USO DE CONJUNCIONES	86	
TOTAL WRITING	95	NA
DIFFERENCE FROM STATE	NA	
SCALED SCORE	854	NA
PASSED TEST(S) TAKEN	84	NA
DIFFERENCE FROM STATE	NA	
STUDENTS TESTED	159	

ATTACHMENT 1 (Page 2 of 6)

Percentage of students mastering the grade 3 Spanish TEAMS objectives in 1987. Percent mastery by objective for the State is not yet available from TEA.

GRADE 5 OBJECTIVES	AUSTIN			TEXAS		
MATHEMATICS	1986	1987	CHANGE	1986	1987	CHANGE
1. PLACE VALUE	84	85	1	84		
2. EQUIVALENT FRACTIONS	69	73	4	70		
3. DECIMALS (+,-)	86	86	0	88		
4. MULTIPLICATION	81	81	0	86		
5. DIVISION	56	60	4	65		
6. WORD PROBLEMS (+,-)	59	66	7	62		
7. WORD PROBLEMS (x,/)	67	66	-1	70		
8. WORD PROBLEMS (DECIMA	79	80	1	83		
9. MEASUREMENT UNITS	60	65	5	63		
10. GRAPHS	62	67	5	65		
11. PER. OR AREA OF POLYG	80	88	8	83		
TOTAL MATHEMATICS	75	79	4	80	86	6
DIFFERENCE FROM STATE	-5	-7	-2			
SCALED SCORE	754	782	28	763	803	40
PREDICTED PERCENTILE	55	63	8		72	
READING						
1. MAIN IDEA	68	68	0	67		
2. CONTEXT CLUES	81	84	3	78		
3. SPECIFIC DETAILS	78	75	-3	78		
4. SEQUENCING OF EVENTS	62	63	1	62		
5. DRAWING CONCLUSIONS	67	64	-3	65		
6. FACT, OPINION	73	72	-1	78		
7. CAUSE-AND-EFFECT	73	77	4	73		
8. PARTS OF A BOOK	82	85	3	86		
9. GRAPHIC SOURCES	84	84	0	84		
TOTAL READING	82	80	-2	83	83	0
DIFFERENCE FROM STATE	-1	-3	-2			
SCALED SCORE	773	785	12	773	792	19
PREDICTED PERCENTILE	53	55	2		58	
WRITING						
1. CAPITALIZATION	87	91	4	89		
2. PUNCTUATION	82	84	2	82		
3. SPELLING	94	94	0	93		
4. CORRECT ENGLISH USAGE	86	88	2	86		
5. SENTENCE STRUCTURE	86	84	-2	87		
6. PROOFREADING	76	87	11	78		
MULTIPLE CHOICE	76			78		
7. COMPOSITION (2,3,4)	74	72	-2	77		
TOTAL WRITING	61	64	3	64	68	4
DIFFERENCE FROM STATE	-3	-4	-1			
SCALED SCORE	713	737	24	729	754	25
PREDICTED PERCENTILE	60	71	11		75	
PASSED TEST(S) TAKEN	52	54	2	55	60	5
DIFFERENCE FROM STATE	-3	-6	-3			
STUDENTS TESTED	4159	3831	-328	225472		

ATTACHMENT 1 (Page 3 of 6)

Percentage of students mastering the grade 5 TEAMS objectives in 1986 and 1987 in AISD. Percent mastery by objective for the State is not yet available from TEA.

GRADE 7 OBJECTIVES	AUSTIN			TEXAS		
MATHEMATICS	1986	1987	CHANGE	1986	1987	CHANGE
1. EQUIVALENCIES	64	80	16	74		
2. FRACTIONS (+,-)	64	70	6	71		
3. DECIMALS (+,-,x)	54	57	3	64		
4. WORD PROBS (+,-,x,/)	67	67	0	69		
5. DEC WORD PROB (+,-,x)	62	67	5	65		
6. MEASUREMENT UNITS	63	69	6	67		
7. GEOMETRIC TERMS/FIGS	48	69	21	58		
8. PERIMETER OF POLYGONS	80	86	6	85		
9. CHARTS, GRAPHS	79	81	2	83		
10.PROBABILITY	66	72	6	68		
11.EQUATIONS	72	76	4	78		
TOTAL MATHEMATICS	74	78	4	81	85	4
DIFFERENCE FROM STATE	-7	-7	0			
SCALED SCORE	748	792	44	768	808	40
PREDICTED PERCENTILE	45	56	11		64	
READING						
1. MAIN IDEA	57	56	-1	57		
2. CONTEXT CLUES	94	96	2	93		
3. SPECIFIC DETAILS	74	75	1	76		
4. SEQUENCING OF EVENTS	58	55	-3	56		
5. DRAWING CONCLUSIONS	57	57	0	57		
6. FACT, OPINION	48	48	0	50		
7. CAUSE-AND-EFFECT	69	70	1	69		
8. REFERENCE SOURCES	91	94	3	91		
9. GRAPHIC SOURCES	91	94	3	92		
10. PARTS OF A BOOK	84	88	4	84		
TOTAL READING	77	80	3	78	84	6
DIFFERENCE FROM STATE	-1	-4	-3			
SCALED SCORE	748	777	29	748	784	36
PREDICTED PERCENTILE	45	46	1		49	
WRITING						
1. CAPITALIZATION	85	83	-2	87		
2. PUNCTUATION	72	75	3	72		
3. SPELLING	82	80	-2	77		
4. CORRECT ENGLISH USAGE	72	73	1	72		
5. SENTENCE STRUCTURE	60	64	4	63		
6. PROOFREADING	82	87	5	82		
MULTIPLE CHOICE	78		-78	79		
7. COMPOSITION (2,3,4)	75	78	3	77		
TOTAL WRITING	64	68	4	66	73	7
DIFFERENCE FROM STATE	-2	-5	-3			
SCALED SCORE	724	745	21	724	757	33
PREDICTED PERCENTILE	54	58	4		62	
PASSED TEST(S) TAKEN	52	59	7	56	65	9
DIFFERENCE FROM STATE	-4	-6	-2			
STUDENTS TESTED	4164	4329				

ATTACHMENT 1 (Page 4 of 6)

Percentage of students mastering the grade 7 TEAMS objectives in 1986 and 1987 in AISD. Percent mastery by objective for the State is not yet available from TEA.

GRADE 9 OBJECTIVES	AUSTIN			TEXAS		
MATHEMATICS	1986	1987	CHANGE	1986	1987	CHANGE
1. EQUIVALENCIES	65	73	8	67		
2. FRACTIONS (+,-)	78	83	5	77		
3. DECIMALS (X,/)	90	90	0	92		
4. WORD PROBS. (+,-,X,/)	77	84	7	78		
5. WORD PROBS. (R,P,%)	68	68	0	68		
6. PERS. FINANCE PROBS.	71	72	1	71		
7. WORD PROBS. (MEASURE)	70	70	0	71		
8. AREA (RECT/TRIANGLES)	60	67	7	66		
9. PROBABILITY	55	72	17	55		
10. CHARTS, GRAPHS	64	63	-1	66		
11. FORMULAS	61	69	8	73		
TOTAL MATHEMATICS	77	83	6	81	83	2
DIFFERENCE FROM STATE	-4	0	4			
SCALED SCORE	756	794	38	766	788	22
PREDICTED PERCENTILE	55	64	9		61	
READING						
1. MAIN IDEA	72	75	3	72		
2. MEANING OF WORDS	88	88	0	90		
3. SPECIFIC DETAILS	76	74	-2	77		
4. SEQUENCING OF EVENTS	75	69	-6	76		
5. DRAWING CONCLUSIONS	77	76	-1	78		
6. FACT, OPINION	53	57	4	55		
7. CAUSE AND EFFECT	70	69	-1	69		
8. GENERALIZATIONS	90	89	-1	90		
9. AUTHOR'S PT. OF VIEW	67	71	4	68		
10. REFERENCE SOURCES	93	91	-2	92		
11. GRAPHIC SOURCES	91	93	2	92		
TOTAL READING	79	79	0	80	80	
DIFFERENCE FROM STATE	-1	-1	0			
SCALED SCORE	758	784	26	758	784	26
PREDICTED PERCENTILE	59	57	-2		57	
WRITING						
1. CAPITALIZATION	82	86	4	86		
2. PUNCTUATION	80	82	2	80		
3. SPELLING	93	95	2	93		
4. CORRECT ENGLISH USAGE	81	87	6	82		
5. SENTENCE STRUCTURE	93	94	1	95		
6. PROOFREADING	69	80	11	71		
MULTIPLE CHOICE	73		-73	76		
7. COMPOSITION (2,3,4)	70	68	-2	74		
TOTAL WRITING	59	60	1	63	67	4
DIFFERENCE FROM STATE	-4	-7	-3			
SCALED SCORE	700	723	23	715	743	28
PREDICTED PERCENTILE	56	66	10		66	
PASSED TEST(S) TAKEN	51	52	1	53	58	5
DIFFERENCE FROM STATE	-2	-6	-4			
STUDENTS TESTED	5098	3992		250875		

ATTACHMENT 1 (Page 5 of 6)

Percentage of students mastering the grade 9 TEAMS objectives in 1986 and 1987 in AISD. Percent mastery by objective for the State is not yet available from TEA.

GRADE 11 OBJECTIVES	AUSTIN			TEXAS		
MATHEMATICS	1985	1986	CHANGE	1985	1986	CHANGE
1. SEQUENCING OF NUMBERS	85	91	6	78	87	9
2. ROUNDING OF NUMBERS	77	82	5	73	79	6
3. EQUIVALENCIES	70	82	12	65	75	10
4. EXPONENTIAL/STANDARD NOTATION	91	93	2	88	90	2
5. FRACTIONS, MIXED NUMBERS (+,-,x)	68	72	4	57	61	4
6. DECIMALS (+,-,x,/)	91	93	2	90	91	1
7. INTEGERS (+)	87	90	3	82	83	1
8. MULTIPLE OPERATIONS (+,-,x,/)	69	75	6	62	69	7
9. PROPORTION	73	74	1	67	66	-1
10. PERCENT	72	79	7	67	73	6
11. MEASUREMENT UNITS	64	65	1	56	56	0
12. GEOMETRIC FORMULAS	72	76	4	65	72	7
13. GEOMETRIC PROPERTIES	65	67	2	58	60	2
14. AVERAGES	85	89	4	78	84	6
15. PROBABILITY	78	79	1	71	72	1
16. CHARTS, GRAPHS	93	97	4	92	97	5
17. FORMULAS	69	73	4	59	66	7
18. EQUATIONS	74	81	7	65	73	8
TOTAL MATHEMATICS	92	93	1	88	89	1
DIFFERENCE FROM STATE	4	4	0	NA	NA	
SCALED SCORE	746	791	45	726	760	34
PREDICTED PERCENTILE	66	75	9	53	64	11
LANGUAGE ARTS						
1. MAIN IDEA	84	75	-9	79	68	-11
2. CONTEXT CLUES	95	98	3	93	98	5
3. WORD STRUCTURE	94	95	1	91	92	1
4. SPECIFIC DETAILS	95	98	3	94	98	4
5. SEQUENCING OF EVENTS	96	96	0	94	95	1
6. DRAWING CONCLUSIONS	78	78	0	73	73	0
7. FACT, OPINION	79	79	0	74	73	-1
8. REFERENCE SOURCE IDENTIFICATION	97	98	1	95	96	1
9. REFERENCE SOURCE USAGE	96	97	1	94	96	2
10. LITERARY ANALYSIS	94	94	0	92	92	0
11. CAPITALIZATION	76	87	11	75	83	8
12. PUNCTUATION	58	61	3	55	59	4
13. SPELLING	72	67	-5	67	63	-4
14. CORRECT ENGLISH USAGE	65	77	12	60	71	11
15. SENTENCE STRUCTURE	65	78	13	59	73	14
16. SENTENCE COMBINING	96	97	1	95	96	1
17. PROOFREADING	66	59	-7	57	54	-3
18. ORGANIZATION SKILLS	83	85	2	80	83	3
TOTAL LANGUAGE ARTS	94	90	-4	91	87	-4
DIFFERENCE FROM STATE	3	3	0	NA	NA	
SCALED SCORE	774	803	29	757	785	28
PREDICTED PERCENTILE (Reading)	56	55	-1	46	46	0
PREDICTED PERCENTILE (Writing)	58	63	5	50	56	6
PASSED TEST(S) TAKEN	NA	87		NA	83	
DIFFERENCE FROM STATE	NA	4		NA	NA	
STUDENTS TESTED	3379	3216		191556	183978	

ATTACHMENT 1 (Page 6 of 6)

Percentage of students mastering the Exit-Level TEAMS objectives in October 1985 and October 1986.

		COMPOSITE SCORES (1985 NORMS)	
		PERCENTILES	GRADE EQUIVALENTS
GRADE	ETHNICITY	1987	1987
1	BLACK	40	1.62
	HISPANIC	43	1.68
	OTHER	74	2.34
	TOTAL	57	1.96
2	BLACK	41	2.63
	HISPANIC	51	2.86
	OTHER	78	3.59
	TOTAL	63	3.16

		COMPOSITE SCORES (1982 NORMS)					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	86	87	80	86	87
3	BLACK	29	44	46	3.14	3.64	3.70
	HISPANIC	35	50	54	3.32	3.85	3.96
	OTHER	69	77	78	4.48	4.75	4.82
	TOTAL	55	63	64	3.99	4.27	4.32
4	BLACK	25	40	40	3.86	4.41	4.41
	HISPANIC	34	45	47	4.17	4.58	4.66
	OTHER	70	72	76	5.60	5.69	5.83
	TOTAL	55	57	59	4.97	5.07	5.13
5	BLACK	29	38	38	4.83	5.26	5.26
	HISPANIC	32	45	45	5.01	5.61	5.59
	OTHER	67	73	73	6.57	6.87	6.83
	TOTAL	52	58	57	5.89	6.17	6.12
6	BLACK	21	38	36	5.37	6.18	6.08
	HISPANIC	26	44	46	5.61	6.48	6.62
	OTHER	65	72	74	7.51	7.84	7.94
	TOTAL	48	56	59	6.71	7.07	7.18

		COMPOSITE SCORES (1982 NORMS)					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	86	87	80	86	87
7	BLACK	18	40	41	5.75	7.04	7.12
	HISPANIC	23	46	48	6.09	7.34	7.45
	OTHER	65	75	75	8.40	8.89	8.89
	TOTAL	47	60	58	7.42	8.11	8.02
8	BLACK	18	41	47	6.57	8.02	8.41
	HISPANIC	25	50	58	7.04	8.53	8.97
	OTHER	66	78	81	9.40	10.11	10.23
	TOTAL	46	64	69	8.31	9.28	9.53

		COMPOSITE SCORES (1982 NORMS)					
		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	84	86	87	84	86	87
9	BLACK	26	32	32	7.95	8.49	8.49
	HISPANIC	31	39	38	8.39	9.05	8.98
	OTHER	70	72	72	12.06	12.32	12.27
	TOTAL	53	55	53	10.28	10.52	10.26
10	BLACK	27	39	37	8.88	10.05	9.93
	HISPANIC	33	48	45	9.51	10.89	10.60
	OTHER	68	77	78	13.06	14.10	14.18
	TOTAL	55	65	63	11.61	12.73	12.49
11	BLACK	20	31	38	8.77	10.00	10.72
	HISPANIC	33	41	46	10.22	11.15	11.58
	OTHER	68	75	78	13.88	14.84	15.07
	TOTAL	55	64	67	12.45	13.47	13.78
12	BLACK	22	28	32	9.46	10.21	10.74
	HISPANIC	29	36	40	10.36	11.23	11.60
	OTHER	62	74	75	13.98	15.27	15.40
	TOTAL	48	61	62	12.51	13.78	13.97

SUMMARY OF CHANGES IN COMPOSITE SCORES

	+	=	-
BLACK	5	3	2
HISPANIC	7	1	2
OTHER	7	3	0
TOTAL	6	0	4

ATTACHMENT 2 (Page 1 of 7)

ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY. GRADES 1-2 ARE FOR 1986-87 USING 1985 NORMS. GRADES 3-12 ARE FOR 1979-80, 1985-86, AND 1986-87 USING 1982 NORMS. Students scoring at grade level in 1986-87 would receive an X.8 grade equivalent. Grades 7 and 8 students who scored at grade level in 1979-80 and 1985-86 received an X.67 grade equivalent. This is the result of a difference in the time of the test administration.

GRADE	ETHNICITY	READING COMPREHENSION (1985 NORMS) PERCENTILES 1987	GRADE EQUIVALENTS 1987
1	BLACK	37	1.53
	HISPANIC	38	1.56
	OTHER	68	2.25
	TOTAL	49	1.81
2	BLACK	37	2.42
	HISPANIC	43	2.60
	OTHER	74	3.54
	TOTAL	58	3.02

GRADE	ETHNICITY	READING TOTAL (1982 NORMS) PERCENTILES 80	86	87	GRADE EQUIVALENTS 80	86	87
3	BLACK	27	40	40	3.01	3.49	3.47
	HISPANIC	32	46	48	3.15	3.65	3.73
	OTHER	67	73	74	4.44	4.64	4.71
	TOTAL	52	60	61	3.88	4.14	4.16
4	BLACK	21	33	35	3.71	4.22	4.31
	HISPANIC	27	37	39	3.99	4.35	4.44
	OTHER	70	71	74	5.63	5.64	5.79
	TOTAL	52	52	54	4.91	4.92	4.99
5	BLACK	22	31	31	4.63	5.06	5.04
	HISPANIC	26	38	37	4.84	5.36	5.32
	OTHER	67	71	71	6.58	6.77	6.75
	TOTAL	49	53	51	5.79	5.98	5.89
6	BLACK	17	33	31	5.14	6.05	5.93
	HISPANIC	22	38	40	5.46	6.27	6.37
	OTHER	65	70	72	7.55	7.80	7.90
	TOTAL	47	52	54	6.67	6.90	7.00

GRADE	ETHNICITY	READING TOTAL (1982 NORMS) PERCENTILES 80	86	87	GRADE EQUIVALENTS 80	86	87
7	BLACK	17	34	35	5.67	6.91	6.98
	HISPANIC	20	39	40	5.93	7.19	7.23
	OTHER	64	67	67	8.39	8.73	8.77
	TOTAL	46	52	51	7.44	7.93	7.91
8	BLACK	16	34	40	6.41	7.84	8.24
	HISPANIC	22	39	47	6.86	8.20	8.67
	OTHER	66	73	75	9.51	10.04	10.13
	TOTAL	45	55	61	8.32	9.09	9.38

GRADE	ETHNICITY	READING TOTAL (1982 NORMS) PERCENTILES 84	86	87	GRADE EQUIVALENTS 84	86	87
9	BLACK	26	31	32	7.76	8.21	8.32
	HISPANIC	29	37	36	8.10	8.67	8.63
	OTHER	67	69	69	11.81	12.25	12.22
	TOTAL	48	53	51	9.70	10.16	9.91
10	BLACK	24	40	40	8.20	9.81	9.73
	HISPANIC	34	47	45	9.09	10.55	10.29
	OTHER	67	74	75	13.03	14.18	14.23
	TOTAL	52	64	62	11.12	12.65	12.37
11	BLACK	25	35	40	8.70	9.95	10.53
	HISPANIC	32	43	47	9.67	11.01	11.43
	OTHER	65	75	77	14.02	15.40	15.69
	TOTAL	55	62	64	12.47	13.63	13.88
12	BLACK	22	27	30	8.84	9.53	9.98
	HISPANIC	27	38	40	9.59	10.95	11.28
	OTHER	59	71	74	14.01	15.61	16.05
	TOTAL	45	59	61	11.96	13.94	14.20

SUMMARY OF CHANGES IN READING

	+	=	-
BLACK	6	3	1
HISPANIC	7	0	3
OTHER	7	3	0
TOTAL	6	0	4

ATTACHMENT 2 (Page 2 of 7)

ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY. GRADES 1-2 READING COMPREHENSION FOR 1986-87 USING 1985 NORMS. GRADES 3-12 READING TOTAL FOR 1979-80, 1985-86, AND 1986-87 USING 1982 NORMS.

MATHEMATICS TOTAL (1985 NORMS)

GRADE	ETHNICITY	PERCENTILES 1987	GRADE EQUIVALENTS 1987
1	BLACK	41	1.72
	HISPANIC	46	1.80
	OTHER	77	2.36
	TOTAL	60	2.02
2	BLACK	43	2.72
	HISPANIC	55	2.97
	OTHER	79	3.53
	TOTAL	65	3.19

MATHEMATICS TOTAL (1985 NORMS)

GRADE	ETHNICITY	PERCENTILES 80	86	87	GRADE EQUIVALENTS 80	86	87
3	BLACK	29	43	43	3.25	3.59	3.61
	HISPANIC	34	50	54	3.37	3.78	3.89
	OTHER	66	74	77	4.26	4.47	4.56
	TOTAL	52	60	63	3.84	4.08	4.16
4	BLACK	26	40	40	4.02	4.46	4.47
	HISPANIC	35	44	48	4.32	4.61	4.74
	OTHER	69	70	73	5.39	5.43	5.57
	TOTAL	53	56	59	4.89	4.96	5.05
5	BLACK	26	36	40	4.92	5.27	5.43
	HISPANIC	34	47	47	5.19	5.68	5.68
	OTHER	64	72	72	6.34	6.66	6.66
	TOTAL	51	57	57	5.81	6.07	6.09
6	BLACK	23	34	37	5.64	6.13	6.23
	HISPANIC	30	45	46	5.96	6.57	6.60
	OTHER	68	71	73	7.48	7.66	7.73
	TOTAL	51	56	58	6.81	6.99	7.09

MATHEMATICS TOTAL (1985 NORMS)

GRADE	ETHNICITY	PERCENTILES 80	86	87	GRADE EQUIVALENTS 80	86	87
7	BLACK	19	34	37	6.21	7.01	7.13
	HISPANIC	29	41	43	6.64	7.35	7.47
	OTHER	67	68	70	8.44	8.60	8.68
	TOTAL	49	52	52	7.62	7.92	7.92
8	BLACK	18	34	43	6.94	7.92	8.30
	HISPANIC	27	46	54	7.52	8.45	8.83
	OTHER	65	74	77	9.33	9.75	9.94
	TOTAL	46	59	64	8.47	9.05	9.30

MATHEMATICS (1982 NORMS)

GRADE	ETHNICITY	PERCENTILES 84	86	87	GRADE EQUIVALENTS 84	86	87
9	BLACK	24	29	29	7.87	8.27	8.29
	HISPANIC	29	36	38	8.27	8.86	8.98
	OTHER	71	71	72	12.47	12.38	12.55
	TOTAL	53	55	54	10.29	10.52	10.38
10	BLACK	31	39	42	8.95	9.80	10.15
	HISPANIC	41	50	52	10.10	11.09	11.31
	OTHER	70	74	75	13.64	14.19	14.38
	TOTAL	56	62	62	11.81	12.64	12.57
11	BLACK	24	32	40	8.86	9.63	10.62
	HISPANIC	39	45	49	10.45	11.13	11.76
	OTHER	67	72	74	14.18	14.92	15.08
	TOTAL	56	61	63	12.71	13.40	13.65
12	BLACK	28	36	36	9.61	10.74	10.83
	HISPANIC	35	43	44	10.70	11.66	11.82
	OTHER	69	73	75	15.10	15.74	15.95
	TOTAL	57	64	66	13.38	14.52	14.74

SUMMARY OF CHANGES IN MATHEMATICS

	+	=	-
BLACK	6	4	0
HISPANIC	9	1	0
OTHER	9	1	0
TOTAL	6	3	1

ATTACHMENT 2 (Page 3 of 7)

ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY. GRADES 1-2 MATHEMATICS TOTAL FOR 1986-87 USING 1985 NORMS. GRADES 3-12 MATHEMATICS TOTAL FOR 1979-80, 1985-86, AND 1986-87 USING 1982 NORMS.

LANGUAGE TOTAL (1985 NORMS)

GRADE	ETHNICITY	PERCENTILES 1987	GRADE EQUIVALENTS 1987
1	BLACK	41	1.57
	HISPANIC	40	1.54
	OTHER	61	2.06
	TOTAL	49	1.75
2	BLACK	48	2.73
	HISPANIC	51	2.83
	OTHER	66	3.34
	TOTAL	61	3.13

LANGUAGE TOTAL (1982 NORMS)

GRADE	ETHNICITY	PERCENTILES 80	86	87	GRADE EQUIVALENTS 80	86	87
3	BLACK	41	60	61	3.50	4.24	4.30
	HISPANIC	44	63	64	3.59	4.41	4.44
	OTHER	74	82	83	4.92	5.29	5.36
	TOTAL	62	72	73	4.37	4.82	4.87
4	BLACK	31	47	47	4.03	4.73	4.73
	HISPANIC	38	52	54	4.34	4.94	5.05
	OTHER	71	74	76	5.84	5.99	6.12
	TOTAL	57	62	64	5.16	5.40	5.51
5	BLACK	35	48	48	5.03	5.71	5.68
	HISPANIC	35	53	52	5.06	5.98	5.93
	OTHER	69	77	76	6.80	7.29	7.21
	TOTAL	54	64	61	6.05	6.54	6.42
6	BLACK	28	46	47	5.48	6.60	6.69
	HISPANIC	31	50	53	5.70	6.85	7.05
	OTHER	64	73	75	7.64	8.22	8.34
	TOTAL	50	61	63	6.84	7.49	7.60

LANGUAGE TOTAL (1982 NORMS)

GRADE	ETHNICITY	PERCENTILES 80	86	87	GRADE EQUIVALENTS 80	86	87
7	BLACK	21	47	47	5.63	7.64	7.58
	HISPANIC	27	52	52	6.05	7.97	7.95
	OTHER	63	75	75	8.47	9.48	9.50
	TOTAL	46	63	62	7.38	8.69	8.62
8	BLACK	20	49	56	6.44	8.66	9.18
	HISPANIC	28	56	63	7.06	9.15	9.65
	OTHER	62	80	81	9.46	10.76	10.85
	TOTAL	45	67	71	8.33	9.90	10.21

WRITTEN EXPRESSION (1982 NORMS)

GRADE	ETHNICITY	PERCENTILES 84	86	87	GRADE EQUIVALENTS 84	86	87
9	BLACK	35	40	44	8.15	8.74	9.12
	HISPANIC	39	46	47	8.64	9.44	9.49
	OTHER	70	73	73	12.44	12.79	12.74
	TOTAL	57	59	58	10.65	10.97	10.81
10	BLACK	35	46	45	8.96	10.34	10.22
	HISPANIC	41	53	52	9.74	11.30	11.18
	OTHER	69	79	79	13.22	14.37	14.37
	TOTAL	58	69	67	11.94	13.20	12.97
11	BLACK	26	41	44	8.66	10.69	11.10
	HISPANIC	40	48	53	10.49	11.70	12.27
	OTHER	66	75	76	13.69	14.48	14.62
	TOTAL	57	64	65	12.78	13.54	13.64
12	BLACK	22	30	38	8.70	10.06	11.21
	HISPANIC	33	42	46	10.46	11.70	12.25
	OTHER	63	70	73	13.93	14.52	14.76
	TOTAL	50	62	63	12.73	13.82	13.95

SUMMARY OF CHANGES IN LANGUAGE/WRITTEN EXPRESSION

	+	=	-
BLACK	6	3	1
HISPANIC	7	1	2
OTHER	6	3	1
TOTAL	6	0	4

ATTACHMENT 2 (Page 4 of 7)

ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY. GRADES 1-2 LANGUAGE TOTAL FOR 1986-87 USING 1985 NORMS. GRADES 3-8 LANGUAGE TOTAL FOR 1979-80, 1985-86, AND 1986-87 USING 1982 NORMS. GRADES 9-12 WRITTEN EXPRESSION FOR 1979-80, 1985-86, AND 1986-87 USING 1982 NORMS.

WORD ANALYSIS (1985 NORMS)

GRADE	ETHNICITY	PERCENTILES 1987	GRADE EQUIVALENTS 1987
1	BLACK	47	1.79
	HISPANIC	52	1.90
	OTHER	79	2.70
	TOTAL	67	2.28
2	BLACK	44	2.76
	HISPANIC	59	3.19
	OTHER	79	3.91
	TOTAL	66	3.45

WORK-STUDY TOTAL (1982 NORMS)

GRADE	ETHNICITY	PERCENTILES 80	86	87	GRADE EQUIVALENTS 80	86	87
3	BLACK	31	47	47	3.13	3.65	3.65
	HISPANIC	37	55	57	3.35	3.94	4.00
	OTHER	70	77	77	4.46	4.73	4.77
	TOTAL	54	64	64	3.91	4.25	4.27
4	BLACK	26	44	42	3.81	4.53	4.46
	HISPANIC	36	50	51	4.23	4.76	4.80
	OTHER	69	75	76	5.54	5.80	5.86
	TOTAL	54	60	62	4.91	5.15	5.23
5	BLACK	29	42	40	4.83	5.38	5.33
	HISPANIC	36	51	49	5.15	5.84	5.76
	OTHER	66	77	76	6.51	6.99	6.94
	TOTAL	53	62	61	5.91	6.30	6.26
6	BLACK	25	36	37	5.49	6.09	6.10
	HISPANIC	27	47	52	5.60	6.60	6.79
	OTHER	64	73	75	7.40	7.92	8.07
	TOTAL	48	58	62	6.63	7.11	7.31

WORK-STUDY TOTAL (1982 NORMS)

GRADE	ETHNICITY	PERCENTILES 80	86	87	GRADE EQUIVALENTS 80	86	87
7	BLACK	18	34	34	5.77	6.82	6.82
	HISPANIC	23	41	43	6.03	7.20	7.32
	OTHER	60	72	71	8.19	8.98	8.95
	TOTAL	41	53	52	7.12	7.97	7.91
8	BLACK	17	33	42	6.41	7.65	8.21
	HISPANIC	25	45	54	6.96	8.39	8.99
	OTHER	61	76	80	9.30	10.19	10.38
	TOTAL	42	59	65	8.12	9.26	9.56

USING SOURCES OF INFORMATION (1982 NORMS)

GRADE	ETHNICITY	PERCENTILES 84	86	87	GRADE EQUIVALENTS 84	86	87
9	BLACK	32	37	38	8.29	8.76	8.84
	HISPANIC	37	46	44	8.83	9.59	9.41
	OTHER	68	71	70	11.81	12.35	12.15
	TOTAL	55	58	56	10.30	10.63	10.40
10	BLACK	32	42	40	9.07	10.09	9.87
	HISPANIC	38	50	50	9.70	10.83	10.84
	OTHER	67	77	78	13.22	14.62	14.78
	TOTAL	55	66	66	11.38	13.07	12.95
11	BLACK	21	35	41	8.58	10.14	10.79
	HISPANIC	36	44	49	10.26	11.10	11.79
	OTHER	69	79	81	14.38	16.13	16.56
	TOTAL	57	68	70	12.82	14.21	14.53
12	BLACK	24	32	35	9.50	10.41	10.69
	HISPANIC	32	43	46	10.40	11.74	12.61
	OTHER	65	76	78	14.61	16.43	16.75
	TOTAL	50	63	65	12.80	14.44	14.70

SUMMARY OF CHANGES IN WORK-STUDY/USING SOURCES OF INFORMATION

	+	*	-
BLACK	6	2	2
HISPANIC	9	0	1
OTHER	6	1	3
TOTAL	6	2	2

ATTACHMENT 2 (Page 5 of 7)

ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY. GRADES 1-2 WORD ANALYSIS FOR 1986-87 USING 1985 NORMS. GRADES 3-8 WORK-STUDY TOTAL FOR 1979-80, 1985-86, AND 1986-87 USING 1982 NORMS. GRADES 9-12 USING SOURCES OF INFORMATION FOR 1979-80, 1985-86, AND 1986-87 USING 1982 NORMS.

SOCIAL STUDIES (1982 NORMS)

GRADE	ETHNICITY	PERCENTILES			GRADE EQUIVALENTS		
		84	86	87	84	86	87
9	BLACK	25	29	28	7.88	8.19	8.08
	HISPANIC	29	35	31	8.18	8.74	8.43
	OTHER	65	69	65	11.14	11.49	11.17
	TOTAL	50	53	48	9.88	10.15	9.67
10	BLACK	28	39	39	9.01	9.97	10.01
	HISPANIC	34	48	45	9.55	10.74	10.46
	OTHER	69	73	73	12.62	13.02	13.03
	TOTAL	56	64	63	11.39	12.19	12.08
11	BLACK	21	31	39	9.07	10.13	10.84
	HISPANIC	32	42	44	10.15	11.12	11.26
	OTHER	67	75	78	13.29	13.97	14.24
	TOTAL	50	60	63	11.94	12.71	12.97
12	BLACK	27	33	31	10.36	10.96	10.83
	HISPANIC	31	36	38	10.77	11.23	11.40
	OTHER	57	68	68	13.13	14.03	14.01
	TOTAL	44	55	56	12.00	12.96	13.02

SCIENCE (1982 NORMS)

GRADE	ETHNICITY	PERCENTILES			GRADE EQUIVALENTS		
		84	86	87	84	86	87
9	BLACK	25	29	28	7.47	7.86	7.84
	HISPANIC	29	35	31	7.86	8.50	8.12
	OTHER	66	69	67	11.48	11.69	11.64
	TOTAL	49	53	47	9.79	10.19	9.61
10	BLACK	29	38	39	8.89	9.81	9.90
	HISPANIC	35	45	42	9.47	10.41	10.16
	OTHER	67	72	72	13.04	13.67	13.75
	TOTAL	54	61	58	11.30	12.28	11.88
11	BLACK	18	26	32	8.32	9.28	9.98
	HISPANIC	31	37	38	9.87	10.49	10.57
	OTHER	61	70	72	13.40	14.47	14.72
	TOTAL	49	56	58	11.81	12.69	12.97
12	BLACK	19	25	25	9.13	9.75	9.83
	HISPANIC	26	30	38	9.91	10.35	11.19
	OTHER	58	72	72	13.83	15.46	15.44
	TOTAL	46	56	57	12.21	13.61	13.66

SUMMARY OF CHANGES IN SOCIAL STUDIES

	+	•	-
BLACK	1	1	2
HISPANIC	2	0	2
OTHER	1	2	1
TOTAL	2	0	2

SUMMARY OF CHANGES IN SCIENCE

	+	•	-
BLACK	2	1	1
HISPANIC	2	0	2
OTHER	1	2	1
TOTAL	2	0	2

ATTACHMENT 2 (Page 6 of 7)

TAP MEDIAN PERCENTILES AND GRADE EQUIVALENT SCORES, GRADES 9-12, SOCIAL STUDIES AND SCIENCE, BY ETHNICITY, 1983-84, 1985-86, AND 1986-87, 1982 NORMS.

84.49

KINDERGARTEN

		ALL STUDENTS TESTED	
		PERCENTILES	GRADE EQUIVALENTS
TEST	ETHNICITY	1987	1987
LANGUAGE	BLACK	24	K.18
	HISPANIC	32	K.37
	OTHER	68	1.50
	TOTAL	50	K.84
LISTENING	BLACK	18	K.13
	HISPANIC	22	K.23
	OTHER	43	K.72
	TOTAL	30	K.44
MATH	BLACK	31	K.42
	HISPANIC	39	K.58
	OTHER	68	1.20
	TOTAL	55	K.91

ATTACHMENT 2 (Page 7 of 7)

ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, KINDERGARTEN, BY ETHNICITY, SPRING ADMINISTRATION 1987, USING 1985 NORMS. Students at grade level receive 0.8 grade equivalent.

ACHIEVEMENT CHANGES IN GRADES 3-12

	GRADES IN WHICH ACHIEVEMENT INCREASED				GRADES IN WHICH ACHIEVEMENT DECREASED			
	ALL STUDENTS	BLACK STUDENTS	HISPANIC STUDENTS	ANGLO/OTHER STUDENTS	ALL STUDENTS	BLACK STUDENTS	HISPANIC STUDENTS	ANGLO/OTHER STUDENTS
READING	3,4,6,8, 11,12	4,7,8, 9,11,12	3,4,6,7,8, 11,12	3,4,6,8, 10,11,12	5,7, 9,10	6	5, 9,10	
MATHEMATICS	3,4,6,8, 11,12	5,6,7,8, 10,11	3,4,6,7,8, 9,10,11,12	3,4,6,7,8, 9,10,11,12	9			
LANGUAGE	3,4,6,8, 11,12	3,6,8, 9,11,12	3,4,6,8, 9,11,12	3,4,6,8, 11,12	5,7, 9,10	10	5, 10	5
WORK STUDY SKILLS	4,6,8, 10,11,12	6,8 9,10,11,12	3,4,6,7,8, 9,10,11,12	4,6,8, 10,11,12	5,7	4,5	5	5,7,9
SOCIAL STUDIES	11,12	11	11,12	11	9,10	9,12	9,10	9
SCIENCE	11,12	10,11	11,12	11	9,10	9	9,10	9
COMPOSITE	3,4,6,8, 11,12	3,7,8, 11,12	3,4,6,7,8, 11,12	3,4,6,8, 10,11,12	5,7, 9,10	6, 10	9,10	

ATTACHMENT 3

ACHIEVEMENT CHANGES IN GRADES 3-12, BY ETHNICITY, 1986-87. Grades 3-8, ITBS, 1982 Norms; Grades 9-12, TAP, 1982 Norms.

GRADE	ETHNICITY	READING COMPRE.	LANGUAGE (SPELLING)	WORD ANALYSIS	MATH TOTAL	COMPOSITE
1	BLACK	49	48	65	57	56
	HISPANIC	49	46	65	62	57
	OTHER	78	64	89	87	83
	TOTAL	60	53	79	74	70
2	BLACK	48	62	66	56	57
	HISPANIC	53	60	75	68	63
	OTHER	83	79	90	87	86
	TOTAL	69	73	83	77	75

GRADE	ETHNICITY	READING TOTAL	LANGUAGE TOTAL	WORK-STUDY TOTAL	MATH TOTAL	COMPOSITE
3	BLACK	66	77	69	64	70
	HISPANIC	71	78	75	72	75
	OTHER	88	90	88	88	88
	TOTAL	80	84	81	79	82
4	BLACK	65	68	66	61	66
	HISPANIC	67	73	73	68	70
	OTHER	89	87	90	88	88
	TOTAL	78	80	81	78	79
5	BLACK	62	69	67	64	65
	HISPANIC	66	72	74	68	71
	OTHER	88	88	90	88	88
	TOTAL	77	80	82	78	80
6	BLACK	60	71	64	59	63
	HISPANIC	69	74	76	69	73
	OTHER	90	89	92	88	90
	TOTAL	79	81	84	79	81

GRADE	ETHNICITY	READING TOTAL	LANGUAGE TOTAL	WORK-STUDY TOTAL	MATH TOTAL	COMPOSITE
7	BLACK	69	74	67	65	71
	HISPANIC	72	77	73	71	75
	OTHER	90	90	92	90	91
	TOTAL	82	84	83	80	83
8	BLACK	76	80	74	71	77
	HISPANIC	80	83	83	78	82
	OTHER	93	93	94	92	92
	TOTAL	88	88	89	86	89

GRADE	ETHNICITY	READING COMPRE.	MATH	WRITTEN EXPRESSION	USING SOURCES	SOCIAL STUDIES	SCIENCE	COMPOSITE
9	BLACK	54	47	60	58	46	46	54
	HISPANIC	58	58	66	64	49	49	59
	OTHER	84	86	86	85	80	82	85
	TOTAL	72	74	75	74	66	66	72
10	BLACK	57	60	59	57	57	57	57
	HISPANIC	63	70	67	65	62	60	64
	OTHER	84	86	88	86	84	84	86
	TOTAL	75	81	79	78	76	75	77
11	BLACK	54	56	58	55	54	50	56
	HISPANIC	61	65	65	63	58	57	63
	OTHER	82	82	84	88	84	82	83
	TOTAL	74	74	75	79	75	73	76
12	BLACK	44	52	53	47	37	43	47
	HISPANIC	53	60	59	59	41	54	54
	OTHER	78	81	81	86	57	82	78
	TOTAL	68	76	75	76	52	70	71

ATTACHMENT 4

ITBS AND TAP MEDIAN PERCENTILE SCORES, URBAN NORMS, GRADES 1-12, BY ETHNICITY 1986-87.

COMPARISON OF ACHIEVEMENT IN AISD AND OTHER URBAN DISTRICTS

	GRADES AT WHICH AISD OUTPERFORMED URBAN AVERAGES		
	ALL STUDENTS	BLACK STUDENTS	HISPANIC STUDENTS
READING	1-8 9-12	3-8 9-11	2-8 9-12
MATHEMATICS	1-8 9-12	1-8 10-12	1-8 9-12
LANGUAGE	1-8 9-12	2-8 9-12	1-8 9-12
WORK-STUDY SKILLS	1-8 9-12	1-8 9-11	1-8 9-12
SOCIAL STUDIES	9-12	10-11	10-11
SCIENCE	9-12	10-11	10-12
COMPOSITE	1-8 9-12	1-8 9-11	1-8 9-12

ATTACHMENT 5.

PERFORMANCE OF AISD STUDENTS COMPARED TO 1978 NATIONAL URBAN NORMS.

GRADE	MEAL STATUS	BLACK		HISPANIC		OTHER	
		%ile	(N)	%ile	(N)	%ile	(N)
1	Free/Reduced	36	659	34	1071	56	476
	Full Price	54	282	55	583	76	1863
2	Free/Reduced	37	539	40	800	62	390
	Full Price	52	263	63	513	80	1750
3	Free/Reduced	41	490	45	723	62	383
	Full Price	56	289	62	479	81	1629
4	Free/Reduced	36	458	39	766	58	324
	Full Price	50	268	58	453	78	1576
5	Free/Reduced	34	459	36	734	55	285
	Full Price	47	263	57	456	75	1414
6	Free/Reduced	31	412	38	661	57	274
	Full Price	45	279	56	478	77	1548
7	Free/Reduced	35	423	36	647	55	242
	Full Price	50	407	55	583	77	1574
8	Free/Reduced	41	309	44	375	65	172
	Full Price	56	332	63	497	82	1495
9	Free/Reduced	30	328	25	415	48	169
	Full Price	33	511	41	704	74	1855
10	Free/Reduced	31	193	33	227	52	106
	Full Price	40	419	48	533	78	1826
11	Free/Reduced	33	116	28	115	53	75
	Full Price	39	335	49	437	78	1725
12	Free/Reduced	23	75	35	121	53	60
	Full Price	35	274	42	373	75	1600

ATTACHMENT 6

MEDIAN PERCENTILES, ITBS AND TAP COMPOSITE, STUDENTS QUALIFYING FOR A FREE OR REDUCED-PRICE MEAL (INCLUDING SIBLINGS), COMPARED TO STUDENTS NOT QUALIFYING, 1986-87.

Bibliography

The following publications and others related to achievement testing are available from the Office of Research and Evaluation (ORE), Austin Independent School District, Austin, Texas 78752.

1986-87 Publications

A look at 1986-87 programs for limited-English students. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.16), Austin Independent School District, June 1987.

1985-86 annual performance report. Austin, Tx.: Department of Management Information (Pub. No. 86.M03), February 1987.

This report contains district- and campus-level information on student achievement, discipline, dropout rates, grades in secondary schools, staffing, and paperwork reduction efforts.

Nuts and bolts of testing: A bulletin for test coordinators, 1986-87. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.12), Austin Independent School District, August 1986 - May 1987.

This is a periodic newsletter for building test coordinators and/or principals to keep them informed on issues related to testing. (Note: This is Volume VII of a continuing publication.)

Retention or replacement: helping very low achievers. Austin, Tx.: Office of Research and Evaluation (Pub. No 86.24). Austin Independent School District, January 1987.

SCGC final report. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.44), Austin Independent School District, June 1987.

Status report: studies of dropouts. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.33), Austin Independent School District February 1987.

Summary of quality indicators. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.28), Austin Independent School District, January 1987.

SYSTEMWIDE TESTING: 1986-87 evaluation plan. In Evaluation plans 1986-87. Austin.: Office of Research and Evaluation (Pub. No. 86.08), Austin Independent School District, September 1986.

SYSTEMWIDE ACHIEVEMENT EVALUATION: 1986-87 technical report. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.51), Austin Independent School District, July 1987.

86.49

The TEAMS report, 1986-87. Austin, Tx: Office of Research and Evaluation (Pub. No. 86.13), Austin Independent School District, July 1987.

The Texas Educational Assessment of Minimum Skills (TEAMS): 1986-87 technical report. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.53), Austin Independent School District, August 1987.

1985-86 Publications

Achievement in AISD: 1975 through 1985. Austin, Tx.: Office of Research and Evaluation (Pub. No. 85.24), Austin Independent School District, October 1985.

Achievement testing: doors to your child's learning. Austin, Tx.: Office of Research and Evaluation (Pub. No. 85.11), Austin Independent School district, September 1985.

This brochure describes the achievement tests and the language proficiency tests used in the Austin Independent School District. It also contains suggestions for parents to help their children prepare for achievement testing. (Revised edition of 83.34)

Grade equivalents: we report them, you should too. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1986. (Pub. No. 85.47)

Minimum competency testing helpful or hurtful to high level skills. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1986. (Pub. No. 85.50)

1984-1985 Publications

Opportunity knocked out: Reducing cheating by teachers on students tests. Paper presented at the annual meeting of the American Educational Research Association, Chicago, May 1985. (Pub. No. 84.36)

The average achievement test score: A demagogue statistic. Paper presented at the annual meeting of the American Educational Research Association, Chicago, May 1985. (Pub. No. 84.42)

86.49

BROCHURES

Iowa Tests of Basic Skills, your child's scores in basic skills, AISD elementary schools, 1986-87. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.19), Austin Independent School District, April 1987.

Iowa Tests of Basic Skills, your child's scores in basic skills, AISD kindergarten, 1986-87. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.18), Austin Independent School District, April 1987.

Your scores on the Iowa Tests of Basic Skills, AISD junior high schools, 1986-87. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.20), Austin Independent School District, May 1986.

Your scores on the Tests of Achievement and Proficiency, AISD high schools 1986-87. Austin, Tx.: Office of Research and Evaluation (Pub. No. 86.26), Austin Independent School District, May 1986.

These brochures describe the test taken by the student and provide each student's scores. Spanish versions of both the elementary and kindergarten brochures are available.

BEST COPY AVAILABLE

STUDENT ACHIEVEMENT FACT SHEET FOR 1986-87

1986-87 TESTING DATES

GRADE(S)	TEST	DATES*
K	ITBS Language	Sept. 15-19
K-6	ITBS	Apr. 21-23
1	TEAMS	Apr. 6-10
3,5,7,9	TEAMS	Feb. 9-13
7-8	ITBS	May 5-7
9-12	TAP	Apr. 28-29
11	TEAMS Exit-Level	Oct. 28-29
11 (Retest)	TEAMS Exit-Level	May 4-5

*Make-up testing for ITBS and TEAMS 1, 3, 5, 7, and 9 was conducted during the 5-7 days after the regular administration. TAP makeups were administered May 9 and 16. There are no makeups for Exit-Level TEAMS.

CRITICAL NORMING DATES

GRADE(S)	TEST	DATE
K-2	ITBS	May 2
3-8	ITBS	April 28
9-12	TAP	April 21

FUNCTIONAL-LEVEL TESTING

Functional level testing allows a student to take a test level which more closely matches classroom performance. AISD students in grades 4-6 take one of three ITBS test levels appropriate for that grade.

ITBS PRACTICE TESTS

Students in grades 1-8 have an opportunity to become familiar with the mechanics of taking the ITBS through a practice test. Locally developed during the 1979-80 school year, the short (10-30 minutes) practice test allows students to understand better the ITBS directions, how to mark an answer, and the test item format.

STUDENTS NOT INCLUDED IN TESTING

Special Education: Special education students whose Admission, Review, and Dismissal (ARD) Committee determined that they should be exempted from all or part of the ITBS or TAP testing.

Limited English Proficient (LEP): After administration of the first subtest, LEP students who were dominant or monolingual in a language other than English could be excused from other tests if in the teacher's judgment the student could not understand English well enough to answer about one out of four items correctly (a chance level).

SCORES NOT INCLUDED IN ACHIEVEMENT SUMMARIES

Students' scores were excluded from achievement summaries under the following conditions.

ITBS and TAP

Special Education: Scores for special education students who received one or more hours (grades K-6) or more than three hours (grades 7-12) of special education services per day, or who took the test for experience only.

Limited English Proficient (LEP): Scores for students who were monolingual or dominant in a language other than English (LEP categories A and B).

TEAMS

Special Education: Scores for special education students who took the test even though exempted by their Admission, Review, and Dismissal (ARD) Committee or who took the test for experience only.

Invalid: Scores for individual tests which the teacher marked DO NOT SCORE because of a circumstance which makes the score invalid.

THE CALCULATION OF MEDIAN SCORES

The median scores (percentiles and grade equivalents) were calculated by determining the point which divides the ranked scores into halves. The procedures used for calculating this interpolated point on a continuum can be found in the 1981-82 Systemwide Evaluation Technical Report (ORE Publication Number 81.24, Appendix E).

Notes

Comparisons to Reports from Previous Years

Prior to the 1983-84 school year, ITBS scores were based upon 1978 norms. Scores from 1979-80 through 1982-83 were recalculated using 1982 ITBS norms for this report. The median percentile and grade equivalent scores presented here are calculated independently using 1982 norms, based upon the most recent test data files. Each year some test records are updated by adding missing student information.

Anomalies

Over the past years, ORE staff members have noted several anomalies which may be present in achievement test data. For more information on anomalies in achievement data, please refer to ORE Publication 81.60, Anomalies in Achievement Analyses.

Rounding

Numbers reported here are rounded to the most appropriate decimal place. Rounding can cause some calculations to appear to be incorrect. Total group medians and gains for groups are calculated independently rather than summed from previously rounded numbers.

Austin Independent School District

Department of Management Information

Dr. Glynn Ligon, Executive Director

Office of Research and Evaluation

Dr. David A. Doss, Assistant Director

Systemwide Testing

Dr. Evangelina Mangino, Evaluator

Evaluation Associates
T. Brant Jenkins
Marilyn Rumbaut
Wanda Washington

Data Analysts
Jose Bazan
Therese Beck

Secretaries
Barbara Wiser
Rachel Zambrano

Board of Trustees

Nan Clayton, President
Bernice Hart, Vice President
Lidia M. Perez, Secretary
John Lay
Ed Small
Dr. Gary R. McKenzie
Abel R. Ruiz

Superintendent of Schools

Dr. John Ellis

Publication Number 86.49

Cover Drawing by Rene A. Solis, Austin High School